

Simple Tips for Parents Video Transcript

Sammy: Screen. It'll, it should pop up on people's screens saying live captions are available. If they just click on the, the more with the 3 dots at the bottom right of the screen, they can click on show subtitles.

Chanel: Review, the more.

Terry: This is Terry, Chanel. Did you follow? If you look at the bottom of your screen, you'll see as well, I'm not sure the different platforms look different. There's a live transcript button.

Chanel: Oh, live transcript. Okay.

Terry: And when you click on that, you can show the subtitle. If you do full view, full transcript, it'll show up over to the right, like a chat box.

I've never messed with the, oh, subtitle settings will let you change the font and that kind of thing. But it's wonderful that Zoom is doing that now.

Chanel: Oh, yeah. I see it. It's working. Okay.

Terry: This is Terry. I'm hard of hearing, so, I have hearing aids too, and so it is easier for me on meetings when I have larger groups, to use the transcript down at the bottom or I'll run it along the right side and sometimes I'll save it, versus having it on my laptop beside me. Because then I find that I'm tracking back and forth and going, Wait a minute, where'd the conversation go?

So, it's nice that we actually have that access. And it, I mean, it works pretty well as well. And then, but then also, and I interrupted and I, that's one part of Zoom, but Sammy that was talking about CART there, so she's providing live captioning as well through the link. And so she was explaining how that works and I interrupted her on that and kind of just took you to the Zoom one. So my apologies.

Let's see.

Oh no, this is Terry, correcting. She's running the trans, she's providing the transcript that's going through, so it's not auto generated. Sometimes you can do an auto generated and that, that hasn't been, that's been pretty effective. But she will be doing that. She might want to correct me or school me on this a little bit more, but.

Chanel: Oh, I see. I didn't know that. I'm just like watching who I have to admit.

Roz: You're fine.

Chanel: Oh, am I admitting Roz again?

Roz: Yeah. Thank you.

Chanel: Okay.

Terry: This is Terry. I'm testing. You can still hear me. I'm turning off the sound on my laptop because as it loads emails, it's so that's not coming on. All right, good. So it's using my other audio. Thanks.

Chanel: I guess so. Wait a few more minutes.

Okay.

Okay. I see people are starting to come in. Okay. Oh, sorry.

Oh gosh. It's right at 10 o'clock and everyone's coming in. Okay. So thank you everyone for coming. My name is Chanel. I am a parent of a two and a half year old son who's hard of hearing. He wears a Ponto bone anchor hearing aid, and he's an early intervention now. Today's workshop is about Simple Tips for Parents Enhancing Your Deaf or Hard of Hearing Young Child's Language Literacy and Social Emotional Development.

Our workshop today is from 10 to 12 o'clock Hawaii time. We'll have a break halfway through at around 11 o'clock for 10 minutes. And now I'd like to introduce today's presenter, Terry Patterson. She is a parent of an adult son who's deaf and she is hard of hearing herself. She is the Director of Chapter Support for Hands and Voices Headquarters and provides technical assistance, training and support to all family based organizations and family leaders through the Family Leadership in Language and Learning or FL 3 Center.

I got the chance to meet Terry two years ago and she was just amazing and I'm so excited to hear what she has to present to us today. So, thank you Terry. And one more thing before we get started, if everyone could please turn off your videos and mute yourself so that we can all enjoy Terry's presentation and questions can be asked at any time during the presentation through the chat function in the Zoom.

So, thank you, Terry.

Terry: This is Terry. It's very important to unmute yourself when you are speaking. Hello everybody. It's really difficult when I know that I can't see all of your faces. I'll tell you a little bit about myself before we kick off the slides. Well, during the slides show, I've got some slides to share today.

I'm a very visual learner so I like to have content and information in front of me. So, hopefully that works well for you. But I do have some opportunities where I'd really like to hear some of your thoughts, some conversation questions and some things that just bounce around in your mind that you'd like to share about some of these tips and strategies we're going to talk about today.

And then at the end of it, we're going to turn those slides off and have an opportunity to engage with each other. And I'm going to put you to work before that time and put together a little plan. So, if you have some paper, something to write with, I'd pull it close to right now. And as we go through the

slides and you think of things that, hey, that really resonates, that's something that might work for our family, that might work for us or new things come to mind, or things that you're already doing so that you can share that in the chat with everybody, that would be awesome.

So, with that thank you for the opportunity to coming and talking to you all today. I may be looking down at my notes occasionally just to keep myself on track because I'm very, very passionate around literacy and development. So I have a tendency to get off track a little bit. So with that, let me bring up my slides.

So, as Chanel said today, I did have the opportunity to meet Roz and herself and maybe some of you that are in the audience now. Two years ago I came out with Hands and Voices and did some training and workshops and it was a very fulfilling activity and I'm glad to meet up with you all.

We're going to talk today about some resources that an advisory group came up with around how do we support and enhance the development of our child who's deaf and deaf or hard of hearing or deaf plus. So, all of these pieces of our children around literacy, around language, and around social, emotional development.

There we go. So, a little bit about me. I live in Atlanta, Georgia, so it's actually afternoon for me here and we are in the sixties, so it's kind of a warm day today. So we're enjoying that. My husband and I are parents to two young adults. Molly is 24 and she is hearing and our son Riley, is 21 years old.

We received a diagnosis of his profound hearing loss. He's deaf, when he was four months old. So we're about two decades into our roller coaster with him. He actually is in the house with me now. He's about 3 months out from graduating from Emory University, hoping for a career in film and media management.

And so we're hoping he is ready for that job, and he gets one very soon. He's also involved in student leadership and student engagement on campus, but he actually has a roommate who is quarantined due to Covid 19 right now. So he's staying with us, which is kind of a treat. But when you haven't had your kiddos in the house for a while, it becomes challenging as he's doing virtual learning upstairs.

So, I'll talk a little bit about some stories we had with him that relate to our experience with language and literacy development. My roles at Hands and Voices as Chanel said started actually back in 2007. I founded a Chapter of Hands and Voices here in Georgia as a result of hearing a presentation and the philosophy of Hands and Voices that it is parent driven, parent led but professionally collaborative with all the partners and all the stakeholders and professionals that we work with from birth, from that screening process all the way through high school and beyond, to determine who and what are our kiddos going to be once they graduate and they're no longer living in our homes or relying on our advocacy and our support.

I am the director of Chapter Support for Hands and Voices. What that means is I provide technical assistance and guidance and training and education for our 42 authorized chapters. We have 42 chapters across North America, two in Canada and the rest in the U.S. We do work with an effort in Kenya as well.

I, as well, work with startup efforts, so I've worked with the previous chapter of Hands and Voices in Hawaii. And if and when the time is right and efforts might or interest might start bubbling up, I'm the go-to person. I'm on how that process looks and helping provide guidance and information on that.

And the FL 3 Center, I'll talk about that in a minute, give you a brief description of what that is, but I'm also on the core team for that. We provide support not only to Hands and Voices chapters, but to all family based organizations and to early hearing detection and intervention programs, the EHDI programs, E H D I.

So literacy. This is a big deal for our family. This has always been a driving force. We are big readers. If I didn't have to work, I probably would spend 80% of my time on the couch reading books. When Molly was born my mom was a teacher in her former life. I went to school originally to be a teacher.

We started reading with her from a young age. We were singing, we were doing nursery rhymes. We knew the importance about talking about everything in our environment. There's a tree. Do you see that tree? That tree looks different from this tree. And it became very natural. However, when we got Riley's diagnosis, that instruction book we got was upside down, missing pages in a different language, and a lot of scribbles.

And all of a sudden we were like, how, how are we going to do this? And in the meantime, we heard those, to us, very daunting and scary statistics that if your child has a hearing loss or he is deaf he will graduate high school with a third grade reading level. And there are lots of variations on that.

And there's still, there's research that backs some of that up. But, so we began our search. How do we? We went to workshops on how do we read to our deaf child. We tried to figure out with our early intervention providers, how do we get this language in him quickly? And now 20 years later and working with some great projects in my state as well as nationally, I know there's a lot we can do, even with these little bitty babies, to get language in them, to get early reading skills into it.

We're happy. They're happy and we're helping them develop their wellbeing.

So, today, over the next couple hours, I'm going to share some specific resources with you and talk about why they recreated. There are a lot of things out there, a lot of resources, a lot of programs, a lot of support for our kiddos who are deaf or hard of hearing as well as deaf plus that support literacy development, language development.

So, I'm going to focus on just some ones that I happen to love and was very involved in the creation of and pretty excited about. We're going to dig into them, their parent tip sheets. I'll show them. And we're going to dig into four of them specifically today and have some conversation around that, looking at different tips and strategies.

And like Chanel said, I'm going to let you have a break, get up and stretch, move around. And then we're going to talk about why it matters to us to pay attention to developmental milestone checklists. That the majority of them are developed and created and used for typically developing children.

Why is that important to us? How does that help us and what does it mean to us? So, we're going to talk briefly about that. And then, as I said, I'm going to put you all to work and ask you to kind of, process what, what really resonated for you today through some of these tips and strategies, and think about, how would you incorporate that into your everyday?

How can you work with your early intervention providers and your support staff and deaf mentors to work as a team together to really enhance our kiddos development?

So, Parent Tip Sheets. These are all around the development of language, early literacy and social emotional development. The purpose of these is basically to describe the developmental process of infants and toddlers post identified hearing condition in language that we understand. Some of us are experiencing being involved and interacting and living with someone who actually is deaf or someone who's hard of hearing in our life.

It might be the first time we've been exposed to that. So, let's talk about that process and use some of that. It also provides suggestions for parents and caretakers. That could be grandparents, extended family. You might, your child might be in a daycare setting. It might be educators. But different ideas that are easy to do and fun, we hope, to enhance your baby's development. We want you to be able to use these, we want them, tack it up on your refrigerator as a reminder.

Take a picture of it and on your phone and keep it in your phone or on one of your tablets. But something that you can look at and remind you and add an activity or two throughout your routines. Maybe it's bath time, maybe it's meal time, maybe it's when you take a walk. So, here's a link for those documents.

It was shared with the initial email for you, and you'll see that throughout this presentation. And the last thing I want you to be aware of, these are things that we can use as the parent, as the caregiver, but these were designed so that we can use them in collaboration with those professionals who have expertise and skills and experience working with children who are deaf or hard of hearing.

So, with that, you kind of need to know some background. So FL 3 Center, so that's the Family Leadership and Language and Learning Center. We received, we were awarded funding from HRSA, Human Resources Services Administration, which are the Federal Funding Agency to provide family engagement, family support and family leadership to Early Hearing Detection and Intervention programs, as well as family based organizations and family leaders in the US Territories and States.

So, with that money part of it, one piece of that was really supporting the language and literacy needs of children who are deaf or hard of hearing. So within that, an advisory board was created. The Scientific Language and Literacy Advisory Board was made up of 19 internationally and nationally recognized researchers, educators, psychologists, really the leading individuals in the field of literacy and language in context of hearing loss, deafness and these young children and development.

So, it's pretty exciting. I was a parent liaison for that. I was very honored to be able to work with them. When we got down to this, as you can imagine, we put them into work groups within their areas of expertise and the information that was fed back. I mean, these are researchers, right? So all this great stuff that's happening out there.

But how is that being translated to me in Georgia raising my son Riley? We wanted something that was easy for families to use and learn and have conversation starters with our providers. So, we decided it needed to be simple. It needed to be a one page document. It needed to be engaging, it needed to have color, it needed to be fun.

We also have eight focus areas, so there are eight parent tips and we'll look at those and talk about what those areas of development are as well. We purposely include language that you are going to encounter when you're working with your audiologist, when you're working with your speech language pathologist, this medical language.

There was a lot of talk that we need to quote unquote dumb it down for parents. And I don't mean to be offensive that way, but as a parent leader we really, I and some of my colleagues, really fought to say, if we're going to be hearing the term semantics and in language development, we need to see that word, we need to be familiar with that.

So, we really worked hard to make the language technical but understandable. We understand that not every child has a specialist working with them. Not every child has a provider working with them on a weekly basis. Maybe it's a monthly basis. We don't know what that looks like. So, we know that families need something.

There's research and evidence that backs all of these, all of these tips and activities and information up and the experience of these advisors. But for example, with phonics, we understand that phonics is needed in both spoken and visual languages. It's not isolated to those just using oral language. That there are tips and activities that can enhance this development regardless of the choice or choices of communication and language you choose with your child and in your home.

And children benefit from a focus on early language development. We don't wait until they start school. There are things we can be doing that are very simple that you're probably already doing in your own home that is enhancing this development. These tip sheets are here to remind you of what you're already accomplishing.

You may see a lot of this stuff saying, "Already doing it. I already read to my child every night". Maybe these tip sheets are just a reminder. Maybe it's just an opportunity to say, "Oh, how can I tweak these or modify these so they suit the needs of my unique child?" And we also want parents to be able to identify the strengths, not just the deficits, not focusing just on what our child is not doing or what we think might not ever do, but understand that there are strengths and their kid is going to have a unique way of all of that, how this all meshes together.

The slide is really hard to read the details. You don't need to read the details. We will focus on four, but I did want to provide a visual for you of the eight different tip sheets. I'm going to focus on four today. We won't look at cognitive development. I'm saving that for the next session.

I saw Paula Pittman, who is amazing, is going to be presenting on brain development. So, but there is a tip sheet that provides different ideas and strategies and tips and information on enhancing cognitive development, brain development, in our kiddos. Early literacy development. We're going to take a little extended look at that one today and talk about some of those.

You'll see that there are four different tip sheets on language. That's because there are five areas, states of language development, and they go in a progression. So until your child moves through one stage, they're not necessarily going to move on to the next stage of that language development. So, those are things like phonology, which is the sounds within home language.

There's a language specific sheet for semantics and we will look at that a little deeper today. That's words and meaning, that's the vocabulary. Syntax and morphology are lumped together, and that's really how words are put together to form phrases and sentences. And then when we talk about pragmatics, that's the most advanced of these stages and pragmatics is how we use language socially.

So, that might not be something that you're working with right now if you have a one year old, but there are some activities and things that you can do now that help support that as your child grows. And you'll also see social emotional development. We're going to take a look at today, the wellbeing of our babies.

Sometimes we take for granted, "Oh, I get it. We love them, we cuddle them". But there are some things that we can combine with these other developmental areas that really enhance all of that. And lastly, we decided, even though all of these tip sheets incorporate, you'll find out we don't order them by age.

The tips are not ordered by developmental stage. They also are not limited to whether your child is strictly using visual language or strictly using oral language or a combination or cued speech. We wanted to make them provide a good sampling of different activities that you can determine. Does that fit in my environment?

Does it fit within our family? Does it fit within our choices? But the advisory board, we did see that there was a need to put a little additional focus on some things that are specific to visual language. So, we'll take a look at that today too.

This is where I start asking you as things pop to mind, or as you look at some of these tips or ideas or activities, write down and think about, what are we, I'm already doing this, or where could I add this into our routine? So what you're looking at is, I was just looking to see if I can put that on, so I have that for you all.

Because we will, as we're doing this, feel free to type things into the chat. I will stop after these, each of these four tip sheets and just spend some time and I'll look at the chat and let's talk about what ideas pop to your mind and bubbled up. These things on the left hand side, these tips are what you'll find on this tip sheet.

So, these are, I didn't leave any out. What I did do was highlight some specific verbiage around each one just so we could talk about it a little bit.

So, developing Early Literacy. You can help your child develop the skills he or she needs for later reading. You can do this reading story books when you're interacting with print. Associating different

sounds, different finger spelling and what it looks like on, in a story book or as you are talking. Or singing or telling a story to your child.

But long before your child is taught how to read in school he or she does start developing the skills needed for later reading. So, your child will eventually read, well, what do they need? They need strong language skills. They need a basic knowledge about print and an awareness of how words are made up of sounds and finger spelled letters.

There are lots of ways we can support this with our child, regardless of what it looks like.

I talked about why it started and it was so important to our family. We even got to the point where it was to share books as early and as often as you can. It's that first tip there. If you look down the list, sing songs and teach nursery rhymes to your child.

Well, when Riley was a toddler and we were kind of getting a grip on what was working with Riley and what was not, one of our early intervention providers asked me a question. And she's now a dear, dear friend of mine. But she asked me, "Are you singing and telling nursery rhymes to Riley?".

And I stopped and I mean, my initial reaction was, "No, he, he can't hear me". And she said, "Okay, let's talk about this". And, and then we started talking about, "Well, did you do this with Molly?" Well, I have a 3 year old. Yeah, we read, just like I talked about, we sang songs, we did all of that. She's like, "Okay, let's talk about singing."

So, what happens when you're holding your baby and you're singing a song? Well, you dance, right? There's movement. Maybe he can feel vibration up against my chest. He can watch my face. When we're singing songs to our child, we're expressive, we're very visual, right? So we're smiling, we look joyful.

We're acting out the song. So, all of these kind of things were, were showing Riley not through sound, not even through signs necessarily at that point, that something was happening. There was some movement and rhythm. He was seeing joy. So some emotion was happening, and then we could expand. We had eye gaze, we were communicating.

He was kind of figuring out what was going on, and then Molly would start dancing. And so all of a sudden, the sibling was involved. So it was, it was building those blocks needed for, for future language development and literacy for him. So then we did start, because I didn't know what I didn't know. My book, remember that instruction book was all discombobulated.

I didn't know. I thought I needed to hand my baby over to a professional, which I put on that pedestal for a bit, to tell me and to help me and to put language in all of these skills into my son. So, early literacy, What else can you do? When you're driving or going for a walk. McDonald's, the McDonald's sign, pointing that out.

It's not reading, it's not a word, but we recognize the golden arches, the M. So talking about that, signing about that, saying, "Hey, that's McDonald's", and the recognition of what that sign represents.

Maybe you're going for a walk and you see the sign at the park. You can start having some conversation with that baby or pointing or, so they know, this is the park.

We're going to swing, we're going to go for a walk. There's a slide. There are lots of things going on we start to recognize, "Oh, that, that square that has these squiggles on it, those are letters. Those are actual words." So, that's the beginning of early reading. As you said, associating sound and finger spelling with letters.

Doing that as early as possible. When we're reading a story, having that eye contact with our baby, looking at the storybook, pointing at the pictures, and that they see there's words on that page. What do those words mean and how do they associate with a particular voice word or signed word, or a cued word.

I don't know about you, but I had little sticky notes on everything in my house. It was suggested we label everything. So, we had a sticky that said door. We had a sticky that said chair. We had a sticky that said dog, but that didn't last very long on our dog, obviously. But thinking about how can you do that?

You can now, you can download from the computer or you can find in a book and you can cut out a visual representation of a finger spelled letter or a signed word. Put that on the door. Write the word door, put a sign of the word door on there. Talk about it every time you crawl or move past that door.

Touch the door. It's that repetition and that recognition that door actually is associated with what they'll sooner know or soon know our letters and words. Singing songs we talked about look at your child while you're reading. It's important if we're signing that we get that eye gaze and that joint attention with our child.

Taking that time for them to look at the story, look at the words, talk about the picture, rejoin eye gaze with us or whoever happens to be reading at that moment. So, these are just some tips. They're not every tip. I, I'd like to invite you, don't be shy. And if you don't have anything, that's great, we'll move on.

But otherwise, what are some things that go, "I, I do do that at home, or I could do that at home, or, here's another idea." Feel free to type into the chat.

This is Terry. This is why it's very challenging when I can't see all of your lovely faces and then actually call on you. I don't do that to embarrass people, but feel free at any time to type or ask a question or suggest another way that you can support some of these things. I know you're doing a lot of things out there, and quite often they're very natural behaviors.

So, thinking about this and then going the next to the next level of that, how can we engage siblings? How can we engage grandparents?

I see some chats. Carol said, "I love this story about singing to your child. Good reminders for professionals. Thanks." I didn't think about it. I needed to be reminded. I like to think I'm an educated, knowledgeable. I've already raised a baby. So thanks.

Rachel. I love the reminder to sing to our babies no matter what. Make it work for you. It needs to be comfortable. I thought, well, I can do this anywhere. While I didn't sing in the grocery store, but in the grocery store when I had Riley seated right in front of me, I had his full attention.

So, we could talk about their cereal. "Look at the cereal. Which cereal do you like?" Signing, oral, whatever that looks like. Talk about the people as they walk by. "Did you see that man?" And it is a little different now, and I understand it is very challenging because we're wearing masks. And so we need to be that much more expressive with our eyes.

Great. This is Joanie put in the chat. "I also love the tip about still singing with children who are deaf. Yes. There is still so much that is being shared in the moment with effective focus, engagement, emotions. Thank you."

And don't be afraid if you're a professional working with a family, ask them that question. Share my story. Share the why. It's important to be reminded because we've got a lot of things going on in our minds.

Chanel said she's going to start labeling everything. That's a good idea. Not my idea, but something that worked for us. So great.

All right, so early literacy, it's a big deal. We can start working on this to ensure that when they do get to school, whatever that looks like, right?

That they're ready for reading and they understand. Because even though our children who are deaf or hard of hearing have some additional delays sometimes or difficulty in actually reading in the process of that, we can start building those blocks. Thinking of blocks, even letter recognition. Do you have letter blocks?

We grew up with them, my age, but I won't give that away, where they were ABC blocks. Now they've got really, really cool ones. Lots of light up toys. Think about doing that for letter recognition.

Social Emotional Development. So, a child's emotional development lays the foundation for relationships with others. These early skills include everything from how your child understands and expresses emotions to how your child grows, to think about him or herself. This is identity and it's very easy to go, "I'll worry about it when they're a preteen or a teenager when they're trying to find themselves, their self identity."

There are things that we are doing right now with our young children and our babies that is really impacting their wellbeing and how they relate to others emotionally, how they relate to others socially. Socially. Excuse me. So confirmation that your child, deaf or hard of hearing, it can prompt many emotions in ourselves.

Some which can be challenging. We still go through a roller coaster that are related, and I've got a 21 year old. But it's a common experience for families and it's important to work through these feelings, right? Because we know that our emotions and other people see them. Our kid feels them, they see it on our face. They feel it in our heartbeat.

So, we need to be able to understand and address our own emotions so that our child can understand the why and know how to do that with their own. How to self regulate and understanding the emotions of others as we get into that stage of pragmatics, like we mentioned earlier. And ultimately, even though we may feel inadequate at providing our child with language development skills or, or all of these different development things, mama knows best, daddy knows best, granny knows best.

We're spending 24/7 with these babies. We know them best. It's very easy. I put my professionals up on a pedestal. And I remember early on as much as I'm embarrassed to say, I had some trouble bonding with Riley because I felt that I was inadequate in providing what he needed for access to the world.

And so I felt like I needed to hand him over to the professional better you have the experience, you make him better. Until again, I realized this is our child, this is our family. And in context to our culture, our community, our environment, all of those pieces, how to play on what worked for me and what worked for Riley.

So, thinking about how you process your own emotions and how that does express itself to your child. So looking at some of these tips. It looks like a no brainer, right? Touch your child lovingly and often. It's that bonding. Thinking about it's not always about Riley's deafness. It's not always about therapy or my provider meeting or my IEP or whatever that looked like. He was my baby.

I was allowed to have fun and get on the floor and play with him and it didn't have to be therapy. I didn't have to practice a lesson plan every time. So, that's what I love about these tips. These are things that just remind us of these natural, nurturing behaviors that we have, raising our babies.

Predictable routines. Babies understand when we change routines or move them. They fall asleep in their crib and they wake up in Target, right? How do they, how do we help them transition and understand what that process, they didn't magically get on a time change, a time travel machine, right? So thinking about that, and oftentimes we forget even with our kiddos that, we have cues with our hearing children where we say, "All right, let's get in the car. We're going to go to Target now. We'll be there for an hour. I need to get some milk." And you go home.

We're not always, we're not always thinking, maybe you are about how are we providing those cues of transition for our child so they're not just waking up in a car or in a zoo that they feel safe where they're at responding to emotional states.

Understanding with understanding calmness, helping them understand when you're upset. "I see you're angry, you're upset." Using facial expressions. Using words. Using signs. "I understand. Are you hungry? You're angry." And recognizing, "Oh, that you like to swing. The swing is fun at the park. Isn't that fun?" And, and that, what I like about this is if you look down further on the list, look for your child's pleasure in accomplishing new things.

And let him or her know that it brings you pleasure. That smile. Talking about, "Wow, that really makes you happy." Or talking about, "Wow, you really don't like peas." And recognizing that and

having them understand your own emotions. You can read stories. When you're reading a story and you're looking at the characters.

“Oh, he looks, he looks scared. Do you think that dog is scared to be left alone?” I'm just making that up obviously, but talking about the emotions there. Maybe you're watching a favorite show or a movie. Maybe you're out at a park and you see another family interacting. Talk about the emotions that you're watching and seeing. Have those conversations with the child.

This is the big thing. Experience joy of parenthood. Take back the fun. It took me a while where I felt like in every waking hour I needed to provide stimulation and, and learning. And this is a sheep, baa, baa, baa. And following that, because if I didn't, he was going to fall behind. And I lost that joy.

And I know Candace, if you were at the previous session in the series, talked about fostering joy and the importance of sometimes put that tip sheet away, put that lesson plan away, and just play with your baby and enjoy and remind yourself of this little person you're holding in your arms and interact with diverse deaf and hard of hearing adults.

Again, this might be the first deaf or hard of hearing person you've ever met or spent time with. You wonder, “Who is my child going to be when they grow up?” Maybe you had dreams. “My child's going to be an astronaut” and you get a diagnosis and it doesn't feel so real anymore. We need ways to get and switch that thinking.

We need ways to encourage our child as they grew, that they can be anything they want to be, and we're going to help them figure out how they're going to get there. So how do we do that? We learn from, listen to, engage with, a diverse group of different people. We asked them, “What was it like growing up deaf?”

“What was your school setting like? What do you do now? What's your job? What's your career? How did you get there?” So, engage in all these different, rich experiences and backgrounds. So with that, the chat box, feel free to fill in. You got going the first time, you're a little slow this time. So what other things? We think that the hugging and loving and reinforcement is all it takes, but there are other things that we can build in that really work with some of these other strategies.

The storybook example, talking about emotions having an extended conversation about that as our child grows. Being very visual, what are your thoughts?

Providing opportunities for your child to play with other children? Observe how your child engages with them. How do we help them as they get older on a playground? How do we teach them as they get older in school to advocate, communicate for themselves that, “I can't wear my cochlear implant when I go down the slide.”

“The static electricity is bad. Or mom and dad don't want me to lose it, so I put it in my pocket. So, you're going to have to look at me when you talk to me.” Different ways that we engage with their older children. Think back to when they're babies. We need to have them, they need to learn what emotions, how to read.

Is that child being friendly or is that child being aggressive at me? So, that they understand as they move through these different stages.

Oh, here we go. So this is Terry in that chat box, Jerry Lou said, "Show them similar things in nature that are like things they see in books."

I love it. Exactly. We're going to talk on some language development and semantics, that really is, pick a word. It's repetition. Repetition. So, for an example, duck.

They see a duck in the pond, a duck waddling in the park. That's a duck. Back home in the bath, maybe you have a rubber ducky. How do we associate this is a duck? This duck is not real. This duck is yellow. And so, how does that relate then too, maybe while you're focusing on the word duck, you find some story books.

"Oh, there's a duck in this book. What's that duck doing?" And reinforcing that words have lots of different meanings, but I love that nature is a perfect place to just sit, talk, experience, touch. Great. Thank you.

Carol, "I can only imagine the stress a parent feels remembering to have fun, good advice for us all. Thanks."

It is, and it's easy to forget that we're trying so hard to be, be a teacher, be a provider, be everything we need to for this child. And amongst our lives with other children, other family members, other jobs. And that it can be difficult to go back to that point where this is my baby first and I love my baby, and everything else is going to fall into place because this one's loved.

So thank you. All right.

Semantics. Well, this is a really, this is a really fabulous, exciting topic, but it's important. So why semantics? If we're talking about what words mean, how are we doing this with a six month old? Why do we even need to know what the word semantics means? Because it's going to continue to pop up in our lives.

So semantics. This comes right after phonology. So phonology is again, the sound or finger, finger shapes, finger spelling shapes, all those initial, initial pieces of what makes up a word. Once you get into semantics, that is referring to vocabulary knowledge. So, it's the basis of all language development.

If your child's going to communicate, they need to know words, they need to know a lot of different words, and they need to know a lot about those words. So, we talked about duck. Duck has a lot of different meanings, right? And then as your vocabulary grows, then you start going, Oh, it's not just nouns and labeling items and objects and people, but we need to know action words. Work, play.

All of those will evolve after we get this basic word knowledge. And then even thinking about location. Oh, the duck is on the pond. The cat is under the table and then into the descriptives. That's a big cat.

That's a yellow duck. So, language is going to evolve, but we've gotta have that initial word understanding.

It's important to recognize that your child's semantic knowledge of a word might not be perfect. Their sign shape might not be perfect, but we want to keep encouraging through repetition and exposure. So, they understand the different meanings and the different representations of words. So, think about the word cat.

So, initially the word cat, a child might identify that anything that's an animal with four legs is a cat. You happen to have a cat in your house as a pet. So you're like, "Oh cat." They might go to grandparents' house or be out on a walk and someone's walking a dog. "Cat." Because we need to expand with the knowledge is of cat.

So the more often the parent or the communication partner uses that word, the more knowledge and experience the child gets about the word cat. Thinking about it again, Did they see a cat? "Oh, look, there's a cat in front of that house sitting on the stoop." One moment you may be reading a storybook. "Oh, I see the cat."

So thinking about the repetition and the different ways. Cat, the different meanings that cat has. And then you can start expanding. "Oh, that's a cat. This is a dog." So, once your child develops initial word knowledge, you start thinking about all these different names and objects and unders and overs and adjectives.

So these tips get that beginning building block for being able to understand that. So, let's look at some of these tips here. Again, repeat, repeat, repeat. Be consistent with the words to use. I really like the example of shaking the spoon. For your child to understand or your baby to understand a word with this repetition, they need to experience it.

So, they need to see it, they need to touch it. They need to know how it works. So how can you, how can you do that? Maybe it's breakfast time. You've got a child wide awake, ready to eat, hungry, happy, maybe brother sitting there having a bowl of cereal, too. So how can you engage? "Oh, your brother has a spoon too."

"Look at the spoon. See the spoon? He's eating with a spoon. Here. Touch the spoon. How do you use the spoon?" Using it over and over again and letting them explore and touch and experience what you're talking about.

That eye contact. You've got people coming in and out of your life maybe not so much now with Covid, but if you have visitors, we want, we want our child to know Granny, we want our child to know a cousin if that's a member of the family that's important.

So, they need to be able to understand the name or the word sign, name sign, excuse me, for that individual. So how do we do it? It's by establishing eye contact. So our baby, our child's looking at us. Then we point to the person. Let them track over to who that is, making sure that that child's going okay, I see, I see them, I see that person.

And then coming back to you say, "That's Granny. That's Granny." So they can see and then look back and however many times because we want that recognition, right? It might be signing Granny, we have different sign names, we have different language. Maybe it's a combination of all of that so that they know when Granny comes, that's Granny.

And then obviously they learn, Granny's a pretty cool person to have here because she plays with me and she brings me treats or whatever that might look like. Right? You can be funny. Thinking about how I mentioned that these tips on these sheets are not in any particular order. They don't tell you, all right, you need to draw your child's attention to new words when they're a baby and then you progress down this list. These are a mixture of stages in your child's development that may be unique. You may look at these and decide they need modification. This doesn't fit my child. Your child may be, may have Ushers, there may be deaf- blindness involved. And so focusing so much on, look at this, look at this.

We find other ways, tactile ways, and I'll talk to you a little bit about that when we get to our next sheet. But understanding these, these can be adapted. That's why we encourage you to work with your early intervention providers and those professionals. It may be it's your deaf mentor. Talk about it.

Look at your IFSP, so your family service plan and talk to the provider and say, "What are the goals we have for our child? What are the goals I have for my child?" Oh, we think semantics. Maybe this, at this word knowledge is helping us in providing some strategies we can use when we're potty training our child.

How does that fit into our day to day life rather than trying to make it fit into our day to day life? So, be funny, as our child starts to understand the difference between a cat and a dog and we look at a story and there's a fish, maybe we point at the fish and say, "Oh, look at that cat and wait." Do they correct you?

Do they look at you? Can you laugh? Is it funny? And start playing games going and they, the hope is, "That's not a cat, that's a cat." So thinking about how you can have fun, make jokes as they get older once they have a better understanding of these words.

So semantics, but comments?

All right. Feel free to type in it anytime. Oh, there we go.

"We call that the negative reasoning game."

Ah, I love that. It has a name. That must be a professional. So to a parent, we don't necessarily always know what the name is, and we don't know that we're actually doing something in our play or in our day to day routine that is actually supporting development, right?

So, that's why we need you to help us say, "Wow, you are already doing that. That's wonderful. You know why that's good for your child? Because you're teaching them this and you're creating experience and information and reasoning for them." So I love that. So, as professionals in the

audience, how can you use these to take, I wouldn't recommend take all eight in a packet and hand it over to that parent and say, "Okay, look at these. Let's incorporate all of these." But maybe on one visit, you pick one sheet. "Let's look at the social emotional development. Look at this tip sheet. Is this something that you would incorporate?" Or look what you're already doing. So looking through this and working with these families and with our parents to say, "Hey, you're already doing this."

Or, "You know what? You might want to also do this."

This is the last tip sheet I'm going to focus on today, and then we're going to take a break. But we did decide, as I mentioned in the beginning, we wanted to incorporate and not limit each of these tip sheets to a particular mode or methodology or language or communication style. But when we worked, sat down, had conversations with these different advisors there are some things about visual language that we did want to highlight. That we did want to pull out and we did want to recognize.

So, when we look at this, we know visual attention is very, very important for our kids who are deaf or hard of hearing. It is a sense that helps support that. That's not always an option for our kiddos either. So, we need to think about how we can adapt and still support our child regardless of any additional health needs, physical conditions, cognitive conditions, whatever that might look like for our child. To know that we can still enhance and we can still support and we can still do things for our child that create growth in these areas and further development.

So, even thinking that the importance of establishing eye contact visually, maybe that's waving to get the attention. Maybe it's tactically, tapping on a floor, tapping on the table for the vibrations to gain our child's attention. Maybe it's tapping on the shoulder. Maybe that's what you decide is, "When, when I do this, my child knows to pay attention. To, to get eye contact with me", or to tactically fill a sign or to pay attention to what I'm drawing their attention to. As they get older and linguistically it might be utilizing a larger signing space.

So, thinking about different ways that we can adapt and, and do these things with our child. We've talked a lot about facial expressions. That's important for all babies, but it's really important and has a very large, full, dynamic in ASL expression as well. So, how are we conveying our feelings and how are we communicating with our child?

Are we really using the full expression we have? And like I say, it's another challenge if we're in a public place and we have a mask on, how are we ensuring that our child is still getting that access if they need that?

Following your child's lead and pace. It's hard sometimes to slow down.

We're busy, but it's very important that we allow our children to lead us where we're going and to give them some wait time and turn taking time. That's very important. Conversational turn taking. And it can look a little bit differently on how we choose to communicate with our child, but it still is a major developmental stage that our children go through.

We talked about pointing to people in objects and labeling them. Reading books. Ask a lot of questions. At the very bottom, we talked about it with saying words correctly and I mentioned about

signing, but encourage your child to communicate even if his or her handshake is incorrect. It's about repetition, it's about modeling, it's about sometimes just a physical ability for them to be able to use their hands and make a particular sign.

So, give them time. Keep using these words, these signs with your child consistently. Without saying correcting. It's very easy to want to correct, correct, correct. But we don't want to discourage them using that in the future. So, any additional thoughts, anybody out there has, that you actually do that would support this area rather than reading through these, I'm going to put it out on you guys.

I'm just going to convince myself that you're all just taking it in and writing down a lot of notes. But at any time, please stop me. Please provide some feedback on that and I appreciate that. So, give it another minute or two. Work another second or two.

All right. Well, we are at the top of the hour and it's been a full hour and I bet you could take some time to stand up and stretch. Go find a beverage, take care of any needs that you may have. I did put the link to the parent tip sheets again at the bottom of the slide to cut and copy if you wanted to look at those.

If you would come back and join me at, let's say eight after, if we can keep track of that, that might be 10 on your clock. It might be five on your clock, but let's give it about 10 minutes from right now and take a breather and we're going to come back and talk about some different things. Thanks.

Feel free to use the chat box if you have any comments or questions. In the meantime I will be right here.

This is Terry. We'll get started here in the next minute or two. So, if you have stepped away, welcome back and we'll get moving forward in another minute or two. And we're halfway there. And actually only have to look at slides for a little bit more, because I want to see your faces and hear from all of you.

This is Terry. Well, I have nine after the hour. So, I'm just going to get going. If you're slowly moving back in, great. But let's move forward.

So, beyond using these tip sheets to remind us of things we can be doing in our day to day lives and in routines to support our kiddos, how can we use them as we work with our early intervention providers, our deaf mentors? The other people in our life that are engaging with our child? So, there are a lot of tip sheets.

How can we use them? Like I said, maybe you tape it up to your refrigerator as a reminder. Maybe you pick one sheet, maybe it's the semantics sheet, and you decide you're going to do a word of the day or a word of the week and circle it, make notes on it as a reminder and thinking about the time of day that you really want to focus on this.

And we'll look at that in a minute. But when you look at this and when you're working with your early intervention provider, whoever that might be, how can you use these tip sheets? And we talked a little bit about it. So it can remind us of the strategies that we're already currently working on or using or

written into our IFSP plan or IEP plan, and we can talk, (no sound) directly correlate with some of the goals that we have. We can talk to our providers about how we might change or modify or expand these activities, so they fit the language level and the developmental age and stage of our child. There are ways, thinking about if our child is in a wheelchair, how are we ensuring that they have access?

Can we still sing songs and dance and have movement with them? Of course we can. How would we adapt that? How would we modify that? Just because they aren't up dancing with us doesn't mean that they're not benefiting from rhythm and movement and sing song and happiness and expressions. So, thinking about and asking your provider or asking other parents, what, how would this work in our family?

How would this look in our environment? Asking your early intervention provider to help you combine several of these activities into one. We talked a little bit about seeing a duck at the park or going, taking a walk to the park. We put our child in a swing. We've got some eye contact with them.

We're right in, we've got their attention. We can talk about emotion. This is fun. This is, "I'm happy. Are you happy?" Or maybe they're scared. So addressing, "Oh, should we slow down? Should we stop?" You can take action. You can do turn taking. You can do that. Pause and stop. You can say, "Oh, I see a cat over there."

"We have a cat at home. Remember that book we read? There was a cat in that book." So, thinking about these are not all individual siloed activities because we know that different areas of development can support the other areas of development in our child. Get suggestions from your provider about how to incorporate these into your everyday living, into your everyday routines.

Maybe you struggle with bath time. I know bath time for us was a challenge because Riley was a really wild, splashy child. So, not only did we have to keep him safe during bath time, he didn't have access to language at that early age. And so we couldn't always get his attention to say, "Stop splashing!"

"You're going to make your sister mad." Or even explaining emotions that, "Your sister in the bathtub here is getting pretty ticked off at the fact that you keep splashing. See, she's angry. Look at Molly's face. She does not like that." So bath time was tough. So, that's one thing I went and I could use these sheets now and say, "What can I do to help, help Riley along in this development and make bath time easier?"

"How can I make it more enjoyable?" Because it wasn't fun when he was splashing around when he got older. Bath time was fun. We played, we knew the rules, we had an understanding we could communicate. But early on it was, it was a chore. So, thinking about how do we work with our providers to get some support on that and make the strategies that we were using and even some of the big words of particular activities that we might be doing, and make it so it fits into our life and it fits the challenges we're having in our day to day activities.

And then I want you to think about taking it a step further. So, many of you may be, or some of you, may be parent leaders. You may work with another organization and work directly providing parent

support to other families. You may partner with professionals, You may attend task force meetings like the early hearing detection and intervention, EHDI program brings together parents and professionals all in support of children who are deaf or hard of hearing in that birth to 3 range.

So, maybe you are working with these groups. Maybe you work closely with an audiologist or a hospital screening program. So, different professionals, think about how you could provide specific training on these tip sheets. Maybe you decide you want to use a tip sheet, you pick early literacy. We're going to focus on that.

And you decide to have a zoom meeting with a group of parents or a group of parents and professionals. And you just spend time talking about early literacy, the background of it, pulling different resources out that are available and going through and saying, "Which of these do you already do? Which activities don't you do?"

"How could you adapt them? What other things could you be doing that would be enhancing this particular developmental area and stage?" Thinking about having conversations about, "Okay, so what would I do? How would I adapt this?" (no sound)

Well, how does that look then a year later, maybe we pull a tip sheet out and we find a different activity because our child has progressed, and say, "Well, what does it look like now for a toddler? What does it look like for a preschooler? What does it look like for a school age child?" that we could support their needs at the same time of supporting the needs of a younger sibling potentially.

Talk about what are the daily challenges. What are your daily challenges? Is it, "How do I fit that in?" Or practice challenges. "I'm not exactly sure how to sit and read with my child?" And how to ensure that all of these little things are happening to support my baby? And that's where you talk to these other professionals, have conversations about it, tap into other parents and family members' brains, tap into the different professionals.

Maybe they're an EI provider. Maybe they're an SLP. Maybe they're an audiologist. Maybe they're a teacher of the deaf. Maybe they're a deaf mentor or a deaf role model. So, thinking about how you can go and dig a little bit deeper into these skills.

And real quickly before we break out, I'm going to talk about developmental milestone checklists. So, as I mentioned this advisory group, when they broke off into their areas of expertise, and they were tasked with let's make some easy to access tools for tips for parents. And they came back with pages and pages and pages of milestones and ages and stages and activities and the research behind that.

And we didn't want to lose all of that good stuff. We knew that one of our goals was getting these tips out because we thought we needed some information as a parent, but I also needed some suggestions for activities. But all of this good stuff still remained. So, we decided we need to kind of tackle the idea of developmental milestone checklists.

Because I think as a parent, whether our child's deaf hard of hearing deaf plus, or typical, which we sometimes we say normal, typical, average, whatever you want to say, but, "Is my child doing what the other kids are doing at this age or at this stage? Are they doing what they should be doing?"

And how do we know? All of a sudden it's apples to oranges. Right? So, it's important to understand that these developmental milestone checklists that exist, the majority of them are for typically developing children. So, understanding as well that EHDI programs, E H D I, the early hearing detection and intervention and, and the people who support our children who are deaf for hard of hearing recognize with evidence based practice and research behind it, that cognitively, children are going to move through these stages regardless of whether the child is deaf or hard of hearing. Cognitively, they have the skills to, to reach these milestones as well as a typically developing child who hears well, with the caveat that we have some additional challenges. We need access to language, whether that's technology, whether that's not technology, that's language access, support and exposure.

So with that, and we understand too that if there are additional conditions, additional special needs, that there are other considerations we need to take into understanding. But otherwise, cognitively, these children, our children should be developing at the same, going through the same stages.

So, there really isn't a reason to create a whole set of different checklists for a child. And they're all unique. We are, children are also unique and there is no apples to apples when it comes to that. So, what I want you to understand and take away today is that checklists by themselves are not an indicator that there's a developmental delay.

If you have concerns, you may want to ask your individualized family service plan, your I FSP plan team to, to perform and conduct a standardized assessment. So, a checklist in itself isn't going to tell you that your child has a delay. It is a trigger to find out more. To get more information with your provider. That's why we have assessments out there and people who are skilled to professionally conduct those assessments. We need to understand that strengths in one developmental area can also be used to support and accelerate the development in other areas. Cognitive skills can facilitate some language skill development.

I want you to remember that for each skill, there is a range of development within typical development for all kids, that there's no, by 18 months, your child will do this by 20 (no sound) for typically developing child so there's just as there is a range for our children. And simply because your child has not mastered a specific skill, doesn't mean that your child is not typically developing in their overall development. So understand one area does not mean they're not developing in these other areas.

And, and please, please, please, please, please, I want you to remember that checklists, the checklists can give you information about specific and individual tasks and skills that your child may have. But they don't provide information about where your unique child, your child is in comparison to any anticipated typical development and developmental growth. Only assessments are going to give that information.

So, assessments with standardized scores can actually dig out and find out if something else is going on. So know that you can read through these checklists and you can get a feel for what it is. But that should be an instrument for you to start a conversation with your team and with your providers.

So, alright, they exist, they don't match my child. So really, why do I care? Why is it important for me to pay attention to the typical milestones? Maybe it's because you have other siblings and you're kind of matching. Well, Molly started walking at this age, so shouldn't Riley started walking. Well, I remember Molly had 10 words by this age, but Riley doesn't.

But understanding, even within our own home, our kids are unique. They're going to develop at different stages and ages. And it's not always just because of a hearing loss or just because of this special need. So why is it important? Because it can help you to identify the strengths. I mentioned that earlier.

It's really easy to focus on what our kids aren't doing and being fearful that they may never do that. "I need to hurry, I need to rush." But we also need to identify what, what's going great, what's really working, and say, "This is a real strength for my child. How can I use that strength to really support these other areas where, where he's maybe not adapting as quickly?"

Looking at these milestone checklists can help the early intervention providers you're working with, and you decide if the strategies that you're using, the different activities you're doing are actually accomplishing the goals that you want in your child's development. Those might be the goals that are on your IFSP plan or your IEP plan, but also think beyond that.

What are your goals for your child? What do you want for your child? If it's having to focus on potty training. "Right now, potty training is really the only thing I can focus on. It's not whether my child can string several words together into a sentence." So, working with your team, working with your provider, developing your goals that support that.

So, "While I am working on potty training with my child, what can I be doing to also be working on literacy skills? Can I have a book about potty training? Can we be reading a book right then and talking about the different words?" Maybe it's the eye gaze and signing. Maybe you're talking about emotions. Oh, you're frustrated.

I'm sorry. I'm frustrated too. And so there are a lot of different ways. How can we get these skills in these other developmental areas fit into the activities that are really, really primary for us as a family unit? Looking at these we can also identify if there are other additional or different disabilities or challenges that are interfering with the development of our child.

So, if you have concerns about that, bring that up with your providers. Think about it going, "Oh, you know what, I'm not quite sure why Riley isn't mastering this skill. Or he's just not quite getting it. Maybe there's something else going on." And that's when we start looking at maybe it's time for another assessment and trying some different things. And by looking at these checklists, it helps us identify, is our child really struggling with this specific area? Maybe we need to dig a little bit deeper, put a little more focus on that. Make sure that our goals correlate with these activities to help our child get a better hand handle on that.

And I think too, the hope is as we go forward and you learn more about this, it gives you an understanding on how you can share this information with those you love. How do you explain, if

you're sitting with the grandparents and it's Christmas and Granny's asking, "Well, I don't know why Riley isn't doing that right now, because all the other grandkids were mastering it."

Because you can, you have a better understanding of the whys and the hows and you're better able to have that conversation. "That is true for typical child or that is true for this, but we're working on these skills and it'd be really great if you could help out and, and here's an idea. He's not quite getting this, how to read or the story reading.

So, could you read a story to him? This is the one we're talking about right now. Let's talk about cats for a little bit." But it can help us articulate what's going on with our kiddo, whether it's to our partner who's maybe not at every meeting you have with the early intervention provider, it can help you when you're talking virtually, maybe your appointments with your providers are virtual. Maybe they're not really there to experience and interact with your child, but you have a better understanding, "This is what I noticed, this is what I saw was a milestone. This is what I've been doing and this is how Riley's responding.

Do you have any ideas on how I can do that?" So, it's important to have an idea what typical milestones are not so you can say, "Oh dang, Riley's not doing that. I wonder if he'll do it." But to make us more aware of it, to help us decide, Yeah, maybe we need to focus on this a little bit more, maybe a little less on this area.

And again, to acknowledge the strengths and the successes and the joys that our children are really bringing us. So, before we go to our group work, I just want to let you know that on these slides, this first page of resources are the links that'll take you to the resources that I talked about today.

This last one takes you to the whole Language Literacy, Social Emotional Development area of the website. So, these were eight tip sheets. If you go on and look at the resources that are divided up by Language, by Literacy and by Social Emotional Development. And we've got research summaries if you're interested in knowing really specific stuff.

It also has lots and lots and lots of additional resources on language development, on early literacy. So, when you have time and you're playing on the internet or you're looking, I challenge you to go spend some time there. And as well, not that it's a Hands and Voices commercial, but we do want you to be aware that there are a lot of resources.

Hands and Voices has been around for 25 years now. It started with parents raising a real diverse group of different kiddos who are deaf or hard of hearing, who are deaf plus in different ages, deciding that there was more that united us than there was that separated us. And so 25 years down the road, we work with a lot of really great research and knowledgeable people to help us do what we do.

And we think we know parents pretty well. And so there are a lot of resources there. Anything from a variety of Facebook groups that address families that may have a member who's active military. So, how do you support your family and your child as you may move station? We've got a deaf hard of hearing plus webpage.

We also have a Facebook group that's very interactive. We have a lot of resources. We have resources dedicated to supporting your child and your and professionals around you during this pandemic. And we also have a brand new parent app. So you can find that on, in your Apple store or your Google store.

And it's got an app that notifies you every day and it gives you a little kernel of knowledge from a parent, from an adult who's deaf or hard of hearing. We provide an article you might be interested in and a resource for you, so you might want to check that out too. But those are all in the slides. And now, as we hit the bottom of the hour, we have a half hour left together.

I mentioned in the beginning to have some paper beside you and start taking notes and maybe look back into the chat box as well. Maybe you have pulled up on another device, the tip sheets, or maybe you printed them out. But what I'm going to ask you to do, is I'm going to ask you, and I'm going to be quiet for the next 10 minutes and take a look at this template.

Think about, this is one example of an activity plan. Because we get all this information and we're like, "Wow." And all these things, like I said, start bubbling in your brain and we tuck it in our pocket, we put it in a pile on our desk and we go, "Oh, I gotta come back to that." And then life happens and we move on and we forget about it.

So, I don't want any information that's been bubbling in your own head about your own unique family, the families you work with as a professional, and put something down in writing. And then I'm going to ask you to come back and ask you guys to share something from that. Share some of your thoughts and your ideas, what your plan looks like.

And we'll have time for questions and such. So thinking about this, sit down. What are your child's strengths? Is your child really curious and likes to explore? That's a strength. Get them out into nature, Get them out. Try a lot of different books and use that curiosity to really help expand and engage some of these activities.

And then as well, what areas of concern or support do you need right now? You notice there's a date at the top of it. This isn't a one time thing. Maybe you do this weekly. Maybe you do it monthly. Maybe you do it yearly. Maybe you use it to take notes on the back of one of the tip sheets. Maybe you share this with your intervention team or your provider.

But thinking about the strengths and then areas of concern. What do you want to focus on? What questions do you have for your providers? What questions do you want to ask? Because unfortunately, when we're in that situation, either at the appointment with the audiologist or provider is at our home, or we have them on Zoom with us and they say, "Do you have any questions?"

And our mind goes we don't remember. So find a place where you can jot down these notes through your day to day things you notice with your child. Use this, find a different pad, get a notebook going. Whatever works for you. And then the last thing I want you to kind of think about is, here's a listing of different times, different opportunities.

Maybe mornings are really good. Maybe the routine you have. Getting ready for bed at night provides a lot of opportunity for storytelling, for talking about emotions, for reinforcing a word of the week. Indoor play and thinking too how you can engage other siblings if they have them. Extended family that might live with you or might engage with you regularly.

And write down just some activities that you could incorporate during those times. So, however it works for you, I encourage you to manage it your way. But I do ask that you spend the next 10 minutes, eight to 10 minutes writing some things down. And at that time I'm going to close down my slides and I am going to ask you all to turn your cameras on and we're going to spend the rest of our time together engaging with each other.

So go for it.

Hi, this is Terry. We'll come give you another minute or two to continue taking notes. Feel free to keep working on that, but I really am interested in handing this over and letting you guys share your thoughts and your ideas and plans.

Jerry: So did you want us to comment?

Terry: This is Terry. I heard someone, could you repeat yourself?

Jerry: Did you want us to comment? Did you want us to comment?

Terry: This is Terry. Feel free. We've got the chat box to use and right now I would like to invite everybody to turn their cameras on. And it looks like we have quite a few zoom boxes on our Brady Bunch screen, so you may need to scroll through.

I encourage good communication considerations. So, it may take a minute if you'd like to say something to kind of get my attention as I scroll through and so that everybody can find you. As well, if you need to pin the interpreter, please do so. You can do that using the 3 dots in your upper right corner of your own screen.

And as well introduce who you are and anything you'd like to share about yourself. But I, let's give it a minute as everybody keeps joining on, but I know Jerry, Jerry started speaking. So, this is open. I hope you spent some time kind of thinking through how do we actually put this into application?

How do we actually use this? Right? It may be just printing a sheet and using it during one of your meetings, sharing it with a provider, sharing it with a family you're working with. Maybe their particular tips. But I really would like to open the floor. We've got 17 minutes. So yeah, so Jerry, did you want to start?

Jerry: I'm really inspired by this training and I think I'm going to start using nature as my classroom to spark interest, not only in the child, but in the parents. Get them out of their daily routine or get them out of the house. And maybe when they're sparked with discovery, that will be a way to enhance language for the child.

Also I'm going to challenge myself to get to know the parents more. What their interest is. Maybe so that I can find out the family priorities and how to use that to, I don't know, introduce strategies, from the family interest. And I'm going to feel more joy. Thank you for all of you who talked about joy.

Terry: This is Terry. Thank you. I love that. And it is, we've gotta make it fit in our lives. When it's the extra work, then it becomes a burden, then it's not so much fun anymore. So yes, as a professional, and as a parent asked that professional to, "Hey, these are the things we're doing at home." And like I said, bath time for us was really challenging, but I was afraid to ask and stop and say, Okay, I know I'm supposed to be doing this activity, but I needed help during bath time.

I needed communication during bath time. So. Great. Thank you. I appreciate that. That's good. Good news. Who else would like to share?

This is Terry. I heard you were a talkative bunch, so, and I've been talking at you to no faces for an hour and a half. You're tired of me. So?

Participant: You've done a great job. Very interesting.

Terry: Yes, Chanel.

Chanel: I just wanted to share that I love all the tip sheets, but for me as a parent, it doesn't come that easily. I have to think about, okay, how do I want to incorporate the tip sheet into the daily life? So I love that we are all sharing ideas with each other to put it into our daily lives to make it easy.

So, I was thinking about it and, with the time that we had and one idea I think I'm going to try for my son, so I just want to share, is he really likes books. So I think maybe I'm going to just pick a topic, like, bugs or something, and then order all kinds of books from the library and then do all things around bugs, like looking for bugs outside or drawing pictures of bugs or talking about big and small bugs.

So I think that's something I'd like to try. I wanted to just share how to incorporate the tips into our daily life.

Terry: This is Terry. Thank you. I love that. I don't love bugs. I love that. But even, thinking outside, with this virtual learning right now, we, I know for me, I've relied on educators to do all these activities that are innovative. So is it catching bugs? Is it letting him touch and experience bugs?

That kind of gives me the, the wiggles, but, all of those kind of things, just focusing and just think of the language rich opportunities you have. It might be finding a spider in your house if you're my house, but, great. Thank you Chanel. What else? I saw some of you nodding.

Ginger: Hi, this is Ginger. Can you hear me?

Terry: This is Terry. Yes, Ginger, go ahead.

Ginger: Hi. So, I have a 3 year old and what I like to do I like to incorporate what he learns and circle time and apply it into everyday use. So like, he's been learning a lot of zoo animals. So like this

weekend we plan on going to the zoo and around. But oftentimes one of my favorite stores, I said, my favorite store is Walmart. And I just happened to be in there minding my own business, but they had all these little fur babies in Walmart and I went crazy. And there's a few of them that make sounds.

And so I went in there and I just started picking up animals that I can incorporate to do the sign with him, and then I can give him one to hold. And he must hear me out there. I hear him talking, Oh, oh, he can see me even though he can't see me. And so like I just take whatever he's learning in school and try to incorporate it into our everyday lives.

So I think it's important, even, I think it's good that we have this virtual world now because we can actually see what our kids are learning and we have to make sure that we are paying attention to what they're learning so that we can continue it in our own environment at home.

And so again, they've been learning about zoo animals for a couple of weeks now, and I'm going to take them to the zoo and just apply it. So that he can physically now see animals face to face. So I think that activity plan, you can still use that sheet and just see, you can visually see as a parent, like how can I use different templates to foster learning in your own household too.

You can come up with different activities. I am a teacher, but I can't come up with activities kind of quickly, but Walmart gets me in trouble. But things like that again, I think parents can use what they're learning with ASL, pick up animals, pick up flashcards and just use different ways to visually incorporate things with their children so that they can see, have their ASL and do whatever they're being taught, either as if it's early intervention or with DOE or homeschool however your child's learning. We just keep fostering education and learning along the way. That's all I have. And thank you for all the information and tips today.

Terry: This is Terry. Thank you. Yeah. And doesn't it start you thinking, things that you're typically doing, and all of a sudden, if you can tag into that. So she got zoo animals. She could do emotional stuff. Oh, is the monkey happy? The monkey's happy? He's dancing. Or you could talk about, Oh, the monkey's sad.

And so there's emotional stuff. It's like, there's a zoo animal zoo book. We're going to go see live animals. That a, a monkey has a lot of different meanings, and that's stuff that we're doing in our own day. It just takes us to kind of, "Oh, what else, What else can we do?" Because, I didn't end up going to school.

I didn't finish school being a teacher. So, but there are certain things we know as a parent that're like, Oh, okay, what are we talking about here? And I think the tip sheets kind of give us a visualization for that. What else, who else? Thoughts where you might use it, not use it. Things that kind of resonated with you.

Asia: Okay. Hi.

Terry: Asia.

Asia: Yeah. My name is Asia. I have a 3 year old deaf plus. She's deaf, autistic, and developmental delayed. Yes, we had an assessment done by every known doctor. We had a neurologist. We had the developmental specialist, we had the genetic specialist. We did it all y'all, yay. We also had early intervention.

We started, baby was born deaf. She failed 3 newborn hearing tests. Yes, I said 3. She, they did it the first day, the second day, and then the day we went home. But it still didn't click for us until the actual diagnosis when she went for the audiologist in the booth and then they confirmed it.

And that was an experience in itself. So back to, back to where we're at now. She doesn't focus on people, so she focuses on things. So how we get her to do things is we have to be very extravagant and very in your face, even though she doesn't want you in her face, she'll side eye. This is how she looks at everybody's side eye, like it's never straight on. It's always side eye. So you kind of gotta get on the side of her face for her to look at you. We do read to her. So what she does is she'll crawl into your lap and she'll put her head on your chest. And then, usually I try to be animated. Because kids need to be, kind of, they don't, they don't care if you're monotone.

Like they don't want to listen to the book anymore. The book is no longer interesting. So everything is animated and extravagant. As far as language goals we're doing ASL. She does have the cochlear implant, but it's hurting her. So we're in the process of getting it removed. So, we're focusing on other ways to communicate with her.

It's not only ASL but that's, that's where in the deaf community, that's their language and that's where we're rooting for and that's where we're striving for. But we're also doing all these other techs and technology and all of that that I'm learning as I go. But yeah, I love these talks.

I love learning new stuff. My daughter is fresh to this. We are, this is, she's the first one in our entire family. So nobody in my family is deaf. So this is a, and I know a lot of you guys are experiencing the same thing too. So it's a scary situation for us because we're new to this. And we don't know a lot of people yet, so we're still learning.

But yeah, we're excited to see, we follow her leads. So if she starts regressing, like when we, she has PT both early intervention and at Shriners, but when she starts pushing back, we let her just let her go and then she flourishes. She starts, she's taking more steps by herself now. It's amazing.

I think she took, I want to say 10 steps without going to the wall. It's, sorry, I'm sorry, way off subject, but to get back on the subject. Yeah, I will incorporate what I've learned throughout this whole adventure. And if it doesn't click, it doesn't click. But that's the good thing about resources, right?

We can always just try and trial and error. We always can learn and grow and as long as she's happy, as long as your kids are happy and healthy, you're doing perfectly good, right? So, hey to everybody. Hi. Nice to meet you all. You guys can Facebook me, Asia is my name. But yeah, nice to meet you guys. Thank you.

Terry: This is Terry Asia. Thank you for being so honest and so straight. I mean, we all have different stories and for sharing that, so thank you. And yeah, absolutely you're following her lead. I think

celebrating her successes, right? Recognizing what the kids are doing well and what we love about her, right?

That's so, so very important. So, I, you've got a strong start and I thank you for sharing that with it. That was. You hate that we need to have time to all introduce. So this needs to be an opportunity too, for you as a community to get to know each other and to see each other and recognize names and build upon that connection that you have too.

So, please take advantage of that. And I know Chanel and Roz will be working to make sure that you guys know how to get in touch with each other.

You're all just letting it percolate, right? I see some now if you're looking in the chat box too. So Eve had posted that she liked the idea of bringing books outside and the nature element and using all those illustrations and Ginger shared about using stuffed animals to connect to nursery rhymes and story books.

And a lot of Woohoo to Asia.

Asia: Okay, I'll go first. My name is Asia. I am from Waianae, Oahu but I live in Mililani, Mauka. I have four kids. Two girls, two boys. Nice to meet you guys. I hope we can be friends. I, yeah. Next.

Terry: This is Terry. I'll start calling on you. Who would like to, who wants to say hi and introduce themselves next? You got an opportunity to have some face to face to your community. All right. You go forward. Introduce yourself.

Adrian: My name's Adrian. I'm a speech language pathologist at Imua Family Services on Maui.

And so I work with a lot of parents of children who are deaf and hard of hearing. And so I think it's always just interesting. I think I feel like I'm still growing and learning more about what those parents want to hear and what kind of support they want. So it's been helpful to have some of that here.

Terry: This is Terry. Thanks, Andrea. That's awesome. Welcome. And it's nice to have professionals and parents on this opportunity.

Sammy: Hi, this is Sammy with CART. Can we ask what Adrian? I didn't hear what you said that you do or your position?

Adrian: Yes, I'm a speech language pathologist. So when Terry was sharing a lot about like the language and semantics, I was like, yes. I love the way that you explained it and it tried to kind of do the same for my parents too. So, yeah. Thank you.

Sammy: Thank you.

Terry: This is Terry. She point, Andrea pointed out a very important thing when I talk about it. It's not my, I don't have schooling education expertise in it. It was more or less saying, how do we take what the people that are professionals like you and make it and translate it and stuff.

So I appreciate that feedback. So, thanks. Who wants to introduce themselves next? You guys? It's a morning time for you. You should be wide awake. I'm hitting five o'clock in the evening, so, I'm on my, I'm on the downside, so.

Jerry: Okay. I never introduced myself. My name is Jerry Lou and one of my experiences after reading my children *The Giving Tree*, we went on we went on a, we went on a treasure hunt looking for all the stumps in the neighborhood, stuff like that. Okay. I'm pau.

Terry: Very nice. Thank you Jerry Lou.

Joanie, I'm going to take that as you waved your hand for attention.

Joanie: Sure. I'm Joanie Watanabe. OT for Imua Family Services as well, early intervention on Maui. But thank you for everything you've shared today and especially like the emphasis on, on the routines. And I think, incorporating strategies through routines is something that we're really the direction we're trying to go in with early intervention, but I think it's also sometimes we get stuck on, play time or stuck on, kind of these specific times to incorporate strategies.

So I think it's a good reminder of, kind of looking at what when it is that family feels like they're able to incorporate things through their day and what are their priorities and routines.

Terry: This is Terry. Great. Thanks. Your routines. And we all try to figure it out and it doesn't always work. Not all kids are ready to kind of say nap times at 3 and, and so on and so on. Right? And you've gotta work around. That's like, I know I have an appointment with my provider right now, but my kiddo just finally went down for a nap and really, could you just work with me right now? Right? You see a lot of nodding heads.

Alisa?

Alisa: Hi, I'm Alisa. I'm a speech language pathologist on Oahu with Easter Seal. So yes, thank you for the information today. It was really great. And some of you're becoming more familiar to me as I attend these workshops and things like that. So hopefully we can connect more in the future. So thank you very much.

Terry: This is Terry. I promise you don't have to use this time to tell me. Thank you. I appreciate it. And that makes me feel like that's all I'm asking for. So anyway, but thank you. How about parents in the room right now. Who's a parent of a deaf or hard of hearing child or a deaf plus child? We know Asia and Chanel.

Who else?

That's okay. If you're not lucky enough to have a child like ours, we forgive you because you help us and you support us, but I'm being, sorry, just a little bit silly. But it is recognizing right. That it is, these are our babies, we love them. But I think it's important too for parents and you as professionals in the community to know and have a recognition of each other because it is about teaming together, right?

It's not, you can only go to this practice or you can only go through this provider. That it's a matter of ensuring that families get connected with the ones where it's a nice fit, it's a good fit, culturally. Familiarly. I mean with our kids and our needs and stuff. So it's important that the community does connect and are able to say, Oh, you know what, we can't do that for you here in this practice, but I do know where you might, where you might like to go and let me connect it.

Well, I don't want to shut everybody down and I think you, Chanel can tell us whether you can continue using this, but I took you past the hour.

I saw a lot of people left. Make sure you check out that chat box. There's some resources and there's a survey over there. I want to say thank you, thank you, thank you for your time and attention today. And any feedback you have on any of these materials or this presentation, please feel free to reach out to me and share that with me.

We can only make things better for all of us if we know what's connecting with you. And again, Mahalo and I will hand it back over to Chanel for any closing comments. Feel free to reach out to me with anything and I look forward to getting to know y'all better. So thank you.

Chanel: Thank you, Terry.

Thank you so much. We learned, all of us learned so much today. And just want to thank you and Hands and Voices and CSC, Comprehensive Services Center and the Newborn Hearing Screening Program for helping us put this together, bringing us all together and sharing wonderful ideas. I also wanted to just remind everyone, there's a survey there in the chat box.

You can, if you can click on it and complete it for us. After the survey at the end of it, I think that's where you get the certification for attending the seminar. And then also we have our next workshop coming up on March 2nd same time, 10 to 12 o'clock. And that topic will be on the impact of early experiences on the infant brain presented by Paula Pittman from Sky High.

So that should be a good one too. So thank you every much. Thank you very much for attending everyone and hope You all have a great week. And thank you again, Terry.

Terry: Thank you. Thank you to our interpreters for hanging in there the full time and our captionist. So and Roz, thank you. Always a pleasure.