ROUGH EDITED COPY

CONSUMER: CASEY JUDD

EHDI

NARITA A/B – NO TOY BAG? NO PROBLEM! LANGUAGE IS EVERYWHERE

MARCH 5, 2019

CART CAPTIONING PROVIDED BY: SHERRIN PATTI

ALTERNATIVE COMMUNICATION SERVICES, LLC

www.CaptionFamily.com

\* \* \* \* \*

This is being provided in a rough-draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings

\* \* \* \*

>> Welcome to our presentation, no toy bag, no routine, no problem, language is free and everywhere.  
>> So our goal today is to show you that language truly is free and everywhere regardless of a family's routines, or toys in their home. Language is all around us and we want to show you in the big, small and less obvious ways. Before we get into the content, we want to take a moment to introduce ourselves. We are early interventionists from the central institute for the deaf. My name is Maureen, and I have been teaching in deaf education for nearly five years. With a majority of that time in early intervention.  
>> And I'm Emily Humphrey and I've this the deaf education field for the past six years the majority of the time spent in the classroom and this is my second year working in early intervention. So for the purpose of our presentation we have chosen to use specific words to promote consistency, we will use the term hearing loss to describe any level of hearing outside of normal limits and language and communication interchangeably to mean any and all languages and modes of communication. Our background is in listening and spoken language. So the strategies and our examples and experiences will reflect that. While we do specialize in listening and spoken language, it is our primary focus so support communication for families at the child's earliest years. If our particular expertise does not fit we direct them to resources to better serve their priorities ultimately we aim to support options.  
>> We listed our ‑‑ what they're already doing in their home to promote language developmentally let's take a look at how we got here reviewing best practice in early intervention.

This chart depicts how adults best remember information. When we go into a family's home we are working with adult learners so we go into homes with a variety of resources via handouts, discussions, we might model a strategy and allow time to practice that. So the research by Robert Pike in the chart displayed from a 1989 presentation proves that adults fast learn information through talking about it and doing it. Since l ‑‑ adults learn best by doing it is best to give them what they're doing in their daily routine.

Family centered routines base and a coaching model is all best practice in early intervention. It is clear that we as professionals must utilize a family's own resource to support their own goals just as we would not take in a toy bag just to take it back out of their home we cannot take in our ideas for routines and our ideas for language if they just can't going it. Our ideas with the language, for the routine walk right out with us. So we can, as professionals, can think of tons of routines. To support ‑‑ to add language to support families so that should make our job easy. However the next slide depicts how routines look for families of young children.  
>> How can we serve families when family life can be so messy. We can start by living in reality with the family. We can ask ourselves what are we actually asking the families to do? Is it natural for them? Is there already something they're doing that we can enrich instead. Often families are already in survival mode and we simply suggest adding language. We can see here why that isn't seen as simple.  
>> The earlier we reference with the families doing what they do is routine. Meal time, bath time, bedtime, do we have to bring up the messiest times of day? These are quick to think up on our end and quick to think up on the family's end, but the family could benefit greater if we think outside of our comfort zone so we wanted to take a second to have you think outside of your comfort zone about routine or a part of daily living that you might target with the family. And then this list is those really quick and easy to think of routine times.  
>> So raise your hand if you were able to think of something outside of this list. Or I guess first raise your hand if your ideas were on this list. Great. First off it sounds like we're on similar pages but the questions raise what would a family have thought of?

Would they have thought of something on this list, would they have known what to think about. How do we define routines when we often ask families what routines do you have? We're often left with a questioning look, or they're trying to guess what we think they should say or perhaps just say, we don't have routines. So back to the first question, who had different ideas than that were on this list? Okay. A few. That's the hope for this conversation today is that we are able to broaden our ideas of routine in the end does the routine itself really matter or is it the language throughout the day? Both are important, however, if we're using language with children that the routine itself can grow.  
>> To define routines articles in the education field use words like high frequency activities. Intentional and meaningful so it doesn't have to be wrote or scheduled. Just typical. The child begins to learn and to participate. They're predictable, functional, and occur multiple times throughout the day or daily. Anything that happens regularly is a routine, regardless of when it is done, how long it takes or how minimal it may appear.  
>> So, again, how do we tell families what they are already doing is, in fact their routines? One way I like to try and put families at ease during sessions is by starting off in the very beginning by telling them my job is to come in and join up what they're already doing. I just have fancy names for things like joint attention or wait time. Things they're already doing but I just name it for them. The word routine is similar it's just a name for what they're already doing consistently, repetitively and it's our job to help them see and it find out window they are doing and saying hence the title of the presentation. Free and everywhere. We need to name it for them and empower them to embrace language. Which brings us to talk about how language and routines have benefits.   
>> Language is learned through consistency and repetition in relevant experiences. Routines provide consistency and repetition during experiences that are relevant and meaningful. A routine is a pattern. A pattern provides reassurance and gives children an idea about what to expect next within their day.

Children are learning expectations and boundaries through routines, learning new concepts such as a purpose for language and language when boundaries and expectations are clear, sets the child up for success. The child can dedicate more energy, thought and brain power to learning the language. The language and routine is exactly what we want our parents to understand. It may be overwhelming at first to think you have to say the same exact thing every single time you change a diaper, for example, but once the talking comes naturally, repetition will follow. Many behaviors require to learn language are happening when a caregiver uses narrative talk or self‑talk throughout their day in the habit of making eye contact, pausing for turn taking, gaining joint attention and sharing social smiles during this time is quite notable. As the child grows, routines grow and the language paired with those routines grow. So this allows us to practice developmental synchrony. The act of pairing language development with skills developing in other domains promotes optimal development for the whole child for example the child will always have to get dressed the expectations that they participate more in their actions and more in their words increases as they progress developmentally.  
>> So the word routine can be used on a spectrum from simple to complex. As a way to organize the word we put them into categories. To keep ‑‑ help families keep in mind in the broader sense the word rue types and we don't have to stick with the big obvious ones but we can do both. So to exhibit this we broke the examples into different categories so type, functional, and special. And by length, long and short. So I'll start with the functional routines. So these are your daily living routines. Getting dressed, waking up. Things that happen in a typical day. It's safe to say that we hover with these with families it's probably what a family interprets. When we talk about routines. And that's reflected with routine based interviews as well as other information gathering strategies. We can also talk about those special routines. So these are the novel ones and the fun ones. These are ones that can be new to a family and this is where the teacher in us comes out where we might bring them a song or a book to read or even to make. So we could have a new bubble routine or an experience story about bake cookies these also may include trip to the zoo. When language isn't on the forefront but we show them to use consistent language even in the simple moments like opening presents our mindset is to model consistent and repetitive language even during those novel times. We can see a balance between the two. They're both important. We don't say don't talk about getting dressed only other routines. We are talking about seeing the importance of both of them so we think it's very important to talk about a listening box. A lot of different sounds go into a box, it's a new routine for the parents could be very overwhelming typically when do I this, the next week I come, the first thing the parents say is, oh, I didn't do the listening box. I'm like, it's okay. You did a lot of other routines so let's talk about those and then you can build as we go.  
>> So some routines are long. Whether naturally or how we choose to focus on them so all of those routines that are listed under functional and special are long routines, they can be as complex as they are long or made more manageable. You can pare it down and focus on one part of that very long routine and some routines are short like a quick smile in the mirror every time you walk in the door. It can be zipping up your coat. Pouring the water into the dog bowl. Putting your child into the car seat or opening the door. Short routines are typically not identified by the family. This is where that family says, we don't have routines, or everyday is different and we just do things when we do it. So that's where we can empower them that what they are doing is routine. It doesn't have to be the exact same way. Or the same words every single time. Language is free and everywhere. We must help the family to see where and when the language learning occurs in their day during what they do. Once talking during a routine is established we come in to point out what is repetitive and meaningful for the child to hear. Us as professionals can fine‑tune this established time by pointing out where to build a turn for the child to participate. We can sprinkle in our knowledge of language development and even add suggestions. Families we serve can fall anywhere on the ‑‑ this spectrum of how we define routines. Some families need to find value in talking while interacting with their child and some families do want more ideas on how to add a new language experience into their life or just adding language into novel activities. We need to figure out where on a spectrum the family falls. And deliver appropriate services. So back to adult learning styles. Adults learn best by doing. So we must give them ‑‑ we can't give them ideas for things that they're not doing. Or just aren't going to do.  
>> Up until this point we set the stage for what's happening during home visits as well as breaking down the word routine. So we want to take a minute to talk about the challenges that we could face during this. But instead of calling them challenges we want to focus them as differences rather than right and wrong differences can be reframed so how can we reframe our thoughts and still keep best practice with parents so first I'll talk about the differences of vocabulary or word choice. So family ‑ and parents are going to raise what they were raised parents. So if family says eat, eat, because of their cultural background we have to be okay with that.

We may say it's not the whole model but to them it's just different or to us it's just different. So we need to help them know what they're saying to support their child. Oftentimes we say things but you could say or, what about this, rather than just saying, what do you say? Because this best supports them to be comfortable with it. It may be necessary to have a conversation about word choice, about what's appropriate for the developing child, however this happens with relationship. As you build relationship and respect with parents these conversations can happen much more naturally and land much more respectively.  
>> So thinking about differences in routine or that any particular family's value in routine. We all walk into homes thinking what might be ideal in a textbook or what's ideal in our own homes so before we unintentionally pass judgment on a family let's find out what they are doing and how that looks for them. So maybe they eat their dinner on TV trays. In front of the TV. Rather than at a dinner table. So we rather than expecting them to change the setting or suggesting that they change the setting, let's find out how they are interacting during this time. And how different parameters can contain language.  
>> So we also experience difference in just the priority of language development itself. So we all have heard a parent say, oh, they'll talk later. Or I know what they want or they need without them saying anything. Which we have some things to say about that but rather than go to head to toe with parents won't it be better to just empower them to use the language and talk about the language development using the conversation. And we don't often change people's priorities by telling them our own priorities or even if it's research so it's best to empower them to see the change for themselves and let them see that language really is everywhere and so by using the consistent language that will go with the language development.  
>> Families culture play ‑‑ or family culture plays a large part in the differences we just discussed. Each family has their own unique identity. Understanding that this creates a foundation to build on. So each family's daily living will be unique and will vary depending on family work sides, schedules, child care arrangements. Setup of home, values, priorities and so on. Reframing the way we approach challenges will propel us forward to take some action steps we've outlined ideas to gather information. Joint plan, practice and reflect with the families. This will be one of your handouts. We've placed our PowerPoint upfront. This handout about garbage information, joint planning, practicing and reflecting and then another handout that discusses routines, language typically paired with the routines and an option for asking the families what they say. Come up and grab those.  
>> All right so I'll walk through the first example. About families and just keeping in mind that this won't necessarily be working with a family is not in perfect chunks. Sometimes you go from joint plan to gathering information and back. So this family that I have been working with for three ‑‑ since he was three months, and he has now two and a half. So my example is really to show that even after over two years of working with the family. We, I'm seeing new places to put things and new aha moments to talk about different routines. So this family, the dogs are very important to them. They've always been very important to them. One day during our session, the little boy got up, and went to feed the dogs. And so that's when a light bulb went off in my head, I'm like, oh, they feed the dogs every single day, whether or not I'm here. So this isn't something new for me to say, hey, you should feed your dogs and say this, this and this. I would say, oh, you feed your dogs, what do you say? So I kind of pause them from doing it and asked them how does this look? How does he help with the dogs? Do you guys do the dogs after talking through it a little bit I asked to talk about language that could be consistent through there and so the mom was able to give language that they could use. Scoop for dog. Eat. The names, all the different things. And so with, it felt comfortable so we practiced it. I've been with them for over two years so we have a good relationship to be kind of put on the spot in that moment so after practicing it, we did spend some time reflecting and I just ask them, so how did that feel? And they said, yeah, I think it feels doable. And they said we can't promise to do it every single day this way, but they saw the value in adding language to what felt like a chore but could actually be a language moment for them.  
>> I had a bit of an aha moment when I had, it was a recent session with a family, the little boy is 13 months old. He has multiple providers that come into the home and has global developmental delays. When I was talking with the family they were telling me he has started enjoying to be in his exersaucer and he likes to bounce and kick his feet when he was in there. I thought that would be a good time to practice a verbal routine. Using a term for repetition during play.

I noticed when they pick him up they said want to jump. I said we'll use the word jump repetitively and create that with the family and I realized I was skipping joint planning into practicing so we could make a joint plan by I could ask them what do you say during this time? And and they told me they said get it, get it, get it when he's in there. I would not have guessed that phrase at all. It was not a word I would have assumed. I thought of jump, bounce, even boing but when they said get it, get it, get it to this little boy he lit up and started laughing and kicking his feet.

They already had a good thing going before me sprinkling in my ideas and they gave the time to make language intentional and meaningful. We were able to reflect when they can use this phrase to get that excitement in him and be consistent throughout their play routines and it was tickles.

That's what they decided they would use it for.  
>> So we know that we are all still more comfortable with the big routines the ones that are more obvious and that's perfectly fine as well. Because there isn't one or the other. It is truly a balance. But the hope is that we can dabble in the smaller moments and families can feel they're at peace with what they're doing. But if we use the big moments be sure to break them down to more manageable moments like focus on one article of clothing during dressing. One vocabulary word during meal time. Regardless of the big or small moments we want to pare it back for the families so they feel successful. The skills will build naturally.  
>> So now that we have discussed some of our own processes, and patterns, we would like to have you think about what you might be thinking of as a routine to focus on with a family. Has it changed at all? Has this got you thinking about the consistent moments rather than the over whelming consistent moments. Good. Good. Good. Empowering the family to see the value in these moments will allow the families to also see that language really is everywhere.  
>> Do we have time for questions? A few questions? Does anybody have any questions that they'd like to ask? If you don't we're hope to questions afterwards and we have handouts here. We'd like to thank you for your time and we hope this space has allowed a refresher on why we do what we do and a refresher on what to do next.  
>> Thank you.  
>> (Applause).