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EHDI 2019 - POSTCON

ROOM: Paris

The Whole Child

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>> Good morning, everybody. Hi. Thank you so much for staying on Saturday and coming to this. I really appreciate it. You guys are troopers. Wednesday. But it feels like a Saturday.

(Laughter) because it's the end of the conference.

>> You said that I didn't even realize it's not Saturday.

>> I forgot how exhausting con for instances are. I don't know if you feel that way. Work is much easier, I feel like. It's just ‑‑ it feels like Vegas inside of these hotels, so there's no light, there's no, you know, you're running in to everyone. But anyway, I'm Sally Tannenbaum, so I'll tell you just a little bit about myself and then I want you to tell me about you. So I'm a certified auditory verbal therapist since 1984. I got certified when I was like 12, clearly. But I actually years ago worked at the House ear institute when the single channel implant was out and my most recent position was at the University of Chicago Medical center with Dr. Dana Susken where I worked on the 30 million word project and I was the director of the pediatric hearing loss program there. And I left Chicago December 26th and moved to San Francisco. So I missed this horrible winter they're having and I took a position with MED‑EL so I am the consumer engagement manager for the west region and I'm really happy because I'm back in California which is where I an originally from and I miss this had winter.

 We're going to be really interactive this morning, because I know it's not a Saturday but it feels like a Saturday, so going to get to know each ear really well, so I thought measure we should go around, introduce yourself, say where you're from, what work you're doing, so everybody gets a chance and that will hopefully open it up so you'll get really talkative. We'll start with you, okay?

>> My name is Elaine, I'm a speech and language pathologist in early intervention in Rhode Island.

>> In Rhode Island. Great. I'll just pass,

>> I'm Brianne Murphy I'm an educator in early intervention in Rhode Island.

>> Good morning. My name is Mary Jane Johnson, I'm a teacher of the Deaf, and I work for Clark schools and currently I am providing support in the public and private schools for children with hearing loss.

>> I am Hope. I am a parent as well as a teacher.

>> My name is Meg, and I'm a parent infant advisor. In Vermont.

>> I'm Clair, I'm a speech language pathologist in early intervention in Rhode Island.

>> That section of the ‑‑

>> The northeast covered.

(Laughter)

>> Hi. I'm Julie. I work at the University of Kentucky on grant funded project that looks at parenting support for families with deaf and hard‑of‑hearing kids.

>> I'm Allison Rollins. I am a teacher of the deaf and a parent two of kids with hearing loss. And I'm the room monitor today. I'm on the board of Illinois Hands & Voices as well.

>> Hi. I'm Caroline. I'm a program nurse, MCH, in the Marshall Islands.

>> Hi. I'm Annette, and I'm the program coordinator for the state of Alaska.

>> Hi. I'm Janet, and I am a profession sore at the University of British Columbia in Canada, and I am codirector of our program in deaf education and so we prepare teachers of the deaf and hard‑of‑hearing and early interventionists.

>> Hi. I'm Emily. I work in DC as a SLP with a focus with working with kids who have hearing loss and Kodas.

>> My name is Kendall. I'm a doctor of audiology student at the University of Cincinnati.

>> My name is Daniel Schere. I'm a pediatric audiologist in Virginia.

>> My name is Kiara, I'm an SLP, I'll be working at UC San Francisco children's hospital.

>> My name is Sheryl. I work at the Ohio Department of Health in the EHDI program, and I am an audiologist.

>> Hi. My name is Miranda, I am the parent consultant for the Florida EHDI program, and a parent of a deaf child.

>> Good morning, I'm Angie, I live in the northern mare an in a Island, and audiologist.

>> Hi. I'm another Angie and I'm a teacher of the deaf and early intervention and outside of Portland, Oregon.

>> My name is Clair. I'm a speech and language pathologist in Portland, Oregon.

>> Good morning. My name is Corey Rodrigues. I am a speech language pathologist with Nevada early intervention services.

>> Hi. I'm Shelby, I'm a pediatric audiologist in Portland, Oregon.

>> Hi, Fiona from the Department of Education in Delaware, and I support Part C.

>> I'm Annie Converse. I'm the data manager for the state office for the Part C program.

>> I'm Robin, and I'm the Colorado hearing resource coordinator for the CHiP program in Colorado.

>> We're just introducing ourselves.

>> Good morning. I'm sorry I'm late. Kari Roger from Rhode Island. I work for early intervention and I'm a educator.

>> This is great. We have audiologists, we have professors, we have EI providers, teachers, parents. That's really ‑‑ this is going to be a good session. I'm excited. I'm going to turn it over to MaryKay who is going to introduce herself, get started.

>> Okay. Good morning, everybody. And before we get started, I'm trying to do the math, and I'm having a very hard time, because we're doing interaction and we're going to do some case studies, we want to have you in to groups of, like, four or five people. And we thought we were getting six tables and they gave us four so they're really making it challenging. So I'm trying to count. So there's four at this table and then there's two extra people. So I'm going to maybe have you switch around a little bit so at least there's eight people to a table so we can have four‑on‑one side and four on the other, because we want to have six groups total. So six times four is 24, right? Yeah. So ‑‑

>> I think ‑‑

>> I think it's okay ‑‑

>> Wait.

>> Oh, and Allison is not going to ‑‑

>> Okay.

>> Okay.

>> I think it's fine, MaryKay.

>> We need six groups so.

>> Oh, I see what you're saying.

>> Yeah.

>> So it's not splitting very well.

(Laughter)

>> So if we had any ‑‑ and you can stay where you are, but when you ‑‑ the group activities, if one person wants to move to the back table, then we would have four and four so that would be two groups on the back table.

>> (Speaking away from microphone)

>> Perfect. Perfect.

>> Yeah. Thank you.

 So now I still need to figure out, where do we have our six groups? We still need ‑‑

>> So this could be ‑‑

>> All right. So I want four in a group. Yes. (Speaking away from microphone)

>> This is the big, difficult part of the morning.

(Chatter)

>> Okay. So you've got four and four and four. So one, two, three ‑‑

>> We just need one more.

>> And the group behind you, maybe one person from the group behind you move. I'm so confused. One, two, three, four. Here. Four, five, six. Okay. We should have brought papers. Yep. Okay. So now we need someone from each group to just at least less let's us know what group you are. So group one, does someone just want to remember when we're taking score, just hold up a one, you're group one. You're two. Three. Four. Five. Six. Okay. Six. Got it. Got that for scoring?

>> Yeah, I of but I might ask them to clarify.

>> Say what group are you. Thank you. I'm sorry to be so maneuvering but it's just going to make it easier as we get in to things. So my name, I suppose I should introduce myself. Maybe that might help. And I'm going to get rid of this one. And I'm going to switch to this mic. Yeah, is that okay? I'm more of a podium kind of a person. My name is MaryKay Therres. I'm a speech language, and Sally and I like to joke between the two of us, we probably have over 70 years of experience. Been in the field for quite awhile. When I started, I ‑‑ one of my last audiology classes, speech language pathologist, but we took some audiology classes, I had a audiologist professor say there's this new thing out there called cochlear implants. They're supposed to be better than hearing aids. And then I graduated. So that's how much I knew when I first came out.

 And then I actually was able to get on to a cochlear implant team at Children's Hospital Oakland and work there for over 15 years, and also went to children's hospital Philadelphia. I know Mary Jane, I met you there, did a program, the professional preparation and cochlear implants with Mary Ellen Nevins. So been in the field for quite a long time, over 20 years, actually working on pediatric implant hospital programs, doing assessment, doing therapy, and then, in the last five and a half years, wanted to shake things up a little bit and moved over to industry and now I'm in the rehabilitation department at MED‑EL. One of the things that's been very near and dear to me is when you're working with children, you really need to understand language ‑‑ or you need to understand child development, not just listening and language but really looking at the whole child. And so being in the rehab department, I get to sometimes pick and choose what are some of the new resources we want to develop, and hi said, I really think some thing on development would be nice. So we'll talk about that a little bit later. But that's coming to why we're doing this discussion is just there's everybody is, you know, working in real intervention and want to make sure that you know child development, overall child development. So we're going to do some lecturing about that today and then we're going to play a kind of some games. We're trying to make it a little bit fun. And then at the end, again, we're going to have so some case studies that you can take all the knowledge that you're seeing and put it in to practice. So we have a few videos also, okay?

 So I'm going to find my glasses because I have aged.

>> All right the first part that I want to talk about, yeah, we both work for MED‑EL Corporation. Yeah, we're going to cover is kind of the inter relationship of the different domains, you know, how are different things connected? When we think about a child with hearing loss, and this is for any child with hearing loss, if they utilize hearing aids, if they use utilize bone conduction, if they utilize a cochlear implant, it doesn't matter. This is all about development. We want to know what their skills are. So I'm not so concerned about what the technology is that they're using. So it is relevant for every child. So we're going to talk about interrelation ship of the domains that are necessary for what I consider communication competence. It's not just audition or speech or language. There's other aspects. And then we're going to review the milestones, but we're going to do that in a more fun format because, for us to stand here and say, okay, at 9 to 12‑month level a child does blah, blah, blah, blah, blah, is a bit bong boring. So we're not going to do it this way.

 So then we're going to look at how do you do a bit of an assessment, looking at a child, checking off what skills they have, determining what domains are a concern, which domains are not a concern, and then how do you pick goals out of that?

 And then once you've picked your goals, you're creating your lesson plan, then have you to either do it in the daily life activity at home or with a toy if you're viewing in therapy and how do you do a script and how do you develop that lesson plan, so we're going to go there through all of that. So we have a pretty comprehensive talk that we're going to go through.

 So I've picked eight domains. There's probably a few others that might be important too, but I really felt these were key domains for communication competence. So you have to have audition. Have you to have access to sound. You have to have receptive language, which is a little different than sound, receptive to sound is includes the processing of language. Then you have your expressive language, your words and sentences, your speech articulation, your speech production, how you're doing with that, and then play, cognition, pragmatic and literacy, so we're going to be talking about these domains this morning, okay? I want to start off talking about play, and why did I pick play as the first one? Is because play is really the glue that puts everything together. It's what contributes to a child's development of their physical, their social, their emotional, their cognitive, their communication, and, most importantly, we picked play because it is fun, okay? And we know, as we're working with these young children, we're not sitting there drilling them, we're putting activities in to play or daily life activities and making it fun, okay?

 Christy has said that play has the crucial role in learning and development from infancy through adolescence, and play becomes more varied and complex, and we see that where children do kind of beginning exploring and then to doing play sequence that is become more complex, that's what we want to see. And they need to be doing that because these are the facilitators for them for learning across all domains.

 And, in fact, the American Academy of Pediatrics has done some position papers on it is and has really recognized how important play is and basically, I love the quote that play is the work of children. Okay? So we really want to make sure that we are playing with children and that was my job as a speech therapist, I would go to work every day and I would play.

(Laughter)

>> So and we know it's a little bit more than that. We're going to talk about purposeful play, okay? And have you handouts. Not every slide is in your handout, but I think the key slides and the important ones are in there. Just letting you know.

 And the answers are not in the handouts. I was careful to take them out.

 When I was going and assessing children, a lot of the assessments I did was looking at young children, determining, you know, are they a candidate for a Cochlear implant, not so much are they a candidate but if they were to receive a cochlear implant, what benefit do we think that they would get so we could counsel sell parents and talk about appropriate services and so forth. Well, we get children who have profoundly deaf and they're 14 months old, so I can tell you right away, they had hearing aids that weren't giving them any access so they're behind in their audition, they're behind in their receptive and expressive language and their speech production. So how am I looking at this child trying to make a determination? Are there other things going on or is it just really lack of access to sound that this child is behind? And so what I really went and did was looked at play, because that was my insight into, if their play skills were pretty appropriate, I wasn't as concerned because you didn't really always need audition to do the play, and if they're playing appropriately and exploring, I thought, all right, I think this is an intact child, not so much to worry about. If their play skills were delayed and pragmatic skills, I would be more concerned, okay? So I really used some of these other domains to help me look at the whole child and try to determine what kind of outcomes and what areas do we need to be addressing for this child, okay? So play really is a critical one to know.

 I want to spend a little bit of time now talking about the different connections of the different domains, so I'm not going to give an in‑depth review but I've tried to pick the domains and a little bit of research in each area and connect them together as examples, and I would love it if somebody else, if you have one in mind as it comes through and say, well, I knew of this study that did this, shout it out, that would be great. Okay?

 So randomly picking them, so we've talked about play and cognition. How are play and the domain of cognition related? I love this because I, to me, when I was learning about teaching children, it was all about making those neural connections. So we know that play helps, is a scaffold for development. It's a vehicle for increasing the neural structures. So we know that as children are growing, their brains, they have to make the, what I call dendritic arborization, which means have you to get those neurons proliferating, and you want the dense trees.

 You want all of those neurons ash rising and building on itself. You don't want the poor little Charlie Brown tree that doesn't have very many neural connections going on. And play is helping you build those and make those connections, and that's what is happening in children's brains when these infants are growing, you know, in to toddlers and so forth. So we want, again, that dendritic arborization. So we do that through play. And that's where they get to practice their skills, okay? It also helps with the long‑term memory and this, to me, leads in to why we should be following the child's lead. If it is personally relevant, they're going to make more neural connections and it's going to get in to their long‑term memory. If it is meaningless or isolated facts and it is not relevant, it's not going to become part of that long‑term memory, okay? So they have to be interested in it. It has to be relevant to the child.

 Okay. So active brains make the permanent neurological connections which are critical to thinking and inactive brains are not. So I always like the tree analogy, we really want to make sure they have those dense trees, we don't want the neural connections to be the little Charlie Brown tree. Okay?

 So play and language. How does play equate to language, and I just, I love this study because I thought, well, this would have made my job so easy. So there was a study out there and he they looked at children one and a half to two and a half years of age and they just gave them cardboard play bricks and they didn't do anything. And then they had a group of children who didn't have these play bricks, and six months later they tested their language. And lo and behold, the children who had been able to play with the bricks had more advanced language. So all I need to do as a speech language pathologist is throw some cart board bricks at these children and say play with them and you'll develop your language. Not so easy. But it is just that is how critical kind of play is to for children to learn, because they can be imaginative and they can talk to each other and so forth.

 So how are language and literacy related? I'm sure we all know of these and, again, if anybody has other studies they're aware of, and I know there's more out there, I just tried to pick a few, I'd love to hear with them and make those connections in the he did doe mains. But we know that play stimulates vocabulary and concept building so that early exposure to pretend play actually has significance to literacy later on in kindergarten, okay? I love this one. Again, I'm a speech language pathologist. But wow, speech articulation is actually related to literacy. So they looked at a variety of children who had a history of severe speech delay, whether it was persistent and did not get resolved or if it did get resolved, it didn't matter. But those children who were very young had severe speech delays were at risk for deficits in preliteracy tasks like phonological awareness. And they found that those that had the persistence severe speech delay and an additional comorbid language impairment, it was an additive risk. Which makes sense to me because we know language is related to literacy but also if you had the speech production. And that was putting them at risk for that phonological awareness, and we all know that those preliteracy skills with phonological awareness are very important for later on reading skills. So even if you're working with a child normal hearing and they have a severe speech delay, you have to keep in the back of your mind that that can impact literacy later on down the road, okay? So these are all connected.

 And then speech articulation on audition. And this to me, makes total sense. If you can't hear it, you can't say it. So Nancy Ty Murray did a study quite awhile back, and they had individuals, children listening to speech features and identifying what they heard, what words they heard, and they did it in three conditions. They did it in an auditory only condition, in a vision only condition, and an audition plus vision simultaneous kind of condition. And they did articulation testing. And what they found was those subjects who were able to hear the place of articulation nasality and voicing features were able ‑‑ and in the auditory only condition were those then that were able to speak those features correctly. So in even in the auditory visual, which kind of surprised me, they didn't do as well in listening and hearing those features in auditory only than they could in their articulation testing go back and be able to speak those features? Okay. So the audition with really important in being able to come out with the correct participation or articulation.

 And then play and pragmatics, you know, pretty obvious. Play gives children's the opportunity to copy other behaviors, this is where they learn their social skills. And then pragmatics is related to language, and we know that the level of language, if social behavior is related to the level of a

 Is much higher than you would expect in the regular population. So it was ‑‑ that's why they were telling us it is so important to get out there and give children the ability to develop their language. It impacts everything with that so.

 And then pragmatics and audition, and we could do a whole day long talk about theory of mind but we're not going to do that today but just letting you know that we do know that individuals who have hearing loss or are at risk for having reduced theory of mind skills. Okay? And so I'm going to talk about the theory of mind, that false belief task that children who are deaf don't necessarily develop that false belief or it is not develop but they get the understanding of what is a false belief as quickly as children with typical hearing, and it is probably a lot because you're not getting the kind of overhearing language. So the false belief task, is everybody familiar with that? Pretty much? Okay. We'll see if I can get it correct here. So there's Sally and there's Anne, and they're in the room and they put some marbles in the basket, okay? So Sally and Anne see the marbles go in the basket. Then Anne leaves the room and the teacher takes the marbles out of the basket and puts them in the box and then says to Sally when, Anne comes back in the room, where do you think Anne will think the marbles are? If a child does or does not have the false belief, I forget which way it goes, it is they're thinking, theory mind is you have to be able to think how the other person thinks. So if they come back and say Anne is going to think that the marbles are in the box, then Sally has not developed theory of mind because Sally knows it but she's not thinking that Anne will know it. She's thinking Anne is going to think what I think. Okay? But if Sally says when Anne comes back, Anne is still going to think that the marbles in the basket, she's getting it. Okay? Does that make sense? So that's just a really quick and easy kind of an assessment to look for theory of mind, and it's the Sally and Anne task that everybody seems to do with that. So and we know that children with hearing loss are delayed in that belief.

 Okay. Another connection then is pragmatics, cognition and language, and we know that social communication is made up of many things. So you have to have some of that cognition, that understanding, the interaction, the pragmatics, you have to have the language, and then the nonverbal and the verbal that. Really all comes in to the importance of social communication.

 And if anybody has ever heard Roberta Golenkoff talk, I would recommend it, she talks a lot about child learning and so forth. I just heard her last November and took a few of her slides and/or some of her studies, it's fascinating information. But she talks about the pragmatics and want expressive receptive, and, again, how important social cues, the eye gaze, the body language that is important for language development, and that language development is really based on contingent responses and we know that children need lack to be interactive to learn. You cannot put a child in front of a TV and think that they're going to learn language. It has to be interactive. And I've got a lot of personal opinions about a lot of the technology and the iPads and the iPhones and watching two years old on there. I'll keep them to myself, but I think you know where I stand.

 Language has to be interactive. It has to be a back and forth. I think Theresa Carroway calls it the serve and return. Okay? You've got to give the language, they've got to give it back, you've got to return it again. So Roberta talks about it contingent, they're based on temporal contingency, it has to be close in time. If the child says oh, and they're pointing to a ball, you can't ignore that and three minutes later come back and say oh, yes, that's a ball, did you want the ball? That's too far away in time. The child has lost the interest. And it has to have semantic contingency. It has to be the child's interest, and we go back to the study that said, if it is relevant to the child, they're make the neural connection. If it is irrelevant to the child, they're not going to make it into their long‑term memory. So they have to have it be in close in time and being what is the child is focussed on. So temporal and semantic con contingencies, and that's going to help you develop your language.

 I love this study. So they're continuing, I mean, that book she wrote quite awhile. She's continuing to study. So now we're in the age of tech knowledge. So they wanted to look at what's the impact of parents being on the cell phones all the time and having the young children with them. So they had 38 mothers and they did a structured study. And they had two years old. And they were going to teach them two novel words. One at a time. And they had it where one of the teaching periods it was interrupted by a cell phone call. So the parent would be kind of teaching, working with the child, teaching the child the world and then they would call her and the mother would stop and look at her cell phone. And the other part was that there was not the interruption, okay? And it didn't matter the number of time each target word was token was not a factor that. Did not come out to the to be the factor. So what do you think happened? Exactly. They learned the word when the teaching was not interrupted. They didn't learn the word when the teaching was interrupted. Enough of the fact that the phone rings and the mom stops and turns to look at the phone interrupted the social interaction and interrupted that child's learning, okay? So it does support the literature that the responsiveness of this back and forth return and serve is important and can effect learning outcomes. So that is a study I would like to talk to parents about when I'm working with them, like cell phones away or if you're playing with your child, you know, let it go to voice message. You can get it later, keeping that in mind.

 And then I think we're coming up to one of our last studies, language and cognition, and this comes out of Stanford, and I find this really interesting too. They were looking at the amount of child directed speeches at infants and these are Spanish speaking families in low socioeconomic status and they wanted to look at how did that affect the development of the language processing, the speed of processing, and vocabulary learning. And so they used the LENA, are you all familiar with the Lena, the device that a child can aware and it records how much input is coming in and what the child is saying? So doing that and looking at the interactions at home. And what they found is by 24 months, infants who were getting more child directed speech that mothers, father, parents that we use with children, all of the super segmental aspects were becoming more proficient in processing familiar words. So their speed of processing was fast er and they had larger vocabularies. And this was not related to simply overhearing words. Okay?

 They did another study that also was looking at, and that's what I have is the addition study, that use using that child directed speech gives you that faster speed of processing, and so what an example to say is how does this work is if you were to say to a child, the dog is sitting on the sofa. And if a child can process dog quickly, then their brain is ready to learn the new word sofa. But if you say the dog is sitting on the sofa, and this is a child who has a longer processing time and they're trying to process the word dog and when he they get it, they have now missed out on sofa. And so now they haven't learned that vocabulary word. So if you have the faster processing speed, you're able to build your vocabulary faster so that's what this ‑‑ these two studies when they work together are saying with that. And having directed speech or child directed speech is helping them build faster processing time and making those connections. So all right. So now, we're up to our quiz. I didn't tell you we were having quizzes. I said we were playing games. But we're going to do a few quizzes too.

 So you are in your groups and you have your little paddle and chalk. So we need someone to be the holder upper and someone to write down the answer. There's just seven questions. Some of multiple choice, a number that you have to write down. But we didn't tell you this. At the end, there will be a little prize for the table that has the most correct answers. So there's some incentive to want to do well, okay? We're not going to spend a whole lot of time. You need to be quick on your answers. And we will keep track. So Sallie Mae have to ask you what table are you again. Okay? So you have your chalk, have you your little paddle?

 Okay. Question No. 1, when we talked about play and language, children who played with the play bricks versus those that did not, showed significantly higher language scores how many months later? Whisper. Don't let the other tables hear your answer. Okay. We got, what group are you? You're number three. Okay. All right. Sally has the chart. Okay. We're all good.

 I think they all got it actually. Yep. All right. They paid attention. Yay.

 And I have to say in the quizzes, no looking in your handouts and cheating by the way. Correct. It was six months, within just six months of that they had learned. Okay? Question No. 2, when we talked about speech or particular lags and audition, children who heard nasality, voicing features and what in auditory only conditions were most likely to speak those features correctly? So you can just write down what letter.

 Oh, that's a harder question.

>> It is a harder one.

>> I know it is. I tried to make some hard, some easy. All right. Okay. These two groups here. She's still deciding. She's changing her answer. Okay. That. And that. Okay. And you wrote it out. Okay. All right.

>> (Speaking away from microphone)

>> You're five and you're six?

>> Okay.

>> And the correct answer was D, place of production. Oh, sorry. Okay. So and those are the hard, when you're thinking about listening skills, consonants are made up of manner, voice, and place. Manner is the easiest to hear, voice is a little bit harder, place of production, like (make sounds) is the hardest to hear the difference in. So if they were really hearing those features, then they could get it correct.

 Okay. Question No. 3. Out of the eight domains that I was talking about, which one is missing? Each of the trains is a domain, which one is missing? Can you read them? I ‑‑

>> Okay. So the ‑‑ play is the engine that's driving the train, okay? Don't you love my analogy? I thought it was great.

>> She spent a lot of time on this.

>> So play is listed. Audition, receptive language. Expressive language, cognition. Oops, we're missing one. Pragmatics and literacy. So which one is missing? Okay. Because I talked about eight different domains. Yes. Yep. That ‑‑

>> We could be really mean.

>> No. Okay.

>> Oh, Sally, the CART person, we could be really mean. She's listening to us.

(Laughter)

>> And so sorry. That was a side joke.

>> Okay. Did everybody get an answer on that one? Okay. Great. So what was mission missing was speech articulation? Very good. All right. So when we talked about play and cognition, in the research, play cognition, whose research stated that play is a vehicle for neural structures? Or neural structure development? Our dendritic arborization trees. Who did that study? And no looking in the handout. I had to make a couple of hard ones to separate out the answers. So which researcher was responsible for that one?

 Okay. All right. So the correct ‑‑ oh. All right. And the correct answer was A. It was Jensen. Yes.

 Clearly you weren't reading the slides.

 I know, I made that one really hard. But like I said, otherwise everybody is going to get all of the answers, okay?

 So No. 5, when we talked about pragmatics and language, contingent responses, our conversational did you etc. included semantic contingency and, and you can write A, B, C or D.

 So contingent responses included two contingencies, is semantic and?

>> (Speaking away from microphone).

>> Okay. Fantastic. Temporal. You needed serve and return and it needed to be close in time which the temporal and it needed to be is semantic and on the child's focus. Fantastic.

 Okay. Two more questions here. No. 6, when we talked about receptive and expressive language and cognition, Roberta is talking to children matters ‑‑ nope, sorry. The Stanford study talking to children matters where they were doing the child directed speech and it was strengthening processing and building vocabulary, okay? That was the dog and the sofa example. By what age did the researchers see differences?

>> Sally. They've got their answer. Hold it high.

 She's hiding her answer.

 Dot math. Okay. Ready? Do you got it, Sally? Okay. It was 24 months. Okay? By 24 months. Now you're going to love this question. On the false belief task in the picture showing Sally and Anne, who had the longer hair?

(Laughter)

Come on. I gave you some hard ones and so we have to make it a little fun. And that picture was up there a little bit. I explained the false beliefs.

(Laughter) no looking. No cheating.

>> Okay. All right. We have answers. It's a 50/50.

 Okay. It was Anne. Anne had the longer hair, okay? All right. So already. And just a reminder on this one that children who have hearing loss are at risk for being behind in their theory of mind skills. Okay. Thank you for the quiz. I hope it was a little fun.

 All right. Now, we're going to move in to milestones and like I said before, we're not going to just sit here and throw all of these numbers at you. We want to make it a little more enjoyable, so we're first, Sally, not Anne, is going to come up. Sally with the short hair is going to come up and we're going to watch a video. And then after the video, we're going to do a little bit of another game, okay? So I'm going to turn it over to Sally for a little bit.

>> I'll just set up the video for you.

>> I'm sorry sorry. Sorry. Still early in the morning. When we want to know milestones, one of the things I mentioned is you're not going to memorize every single milestone so what is important is you have some sort of are he source out there to be able to check to look at these different milestones. So on the slide, I've listed some examples of some different resources that you might use to look at some of these different domains and what would be expected for children to be doing, what kind of skills should they have acquired. What we're talking today, where our information came from, it's just because, really, I wrote it, so I'm more familiar with it, we're using it is called a child's journey and it is a developmental milestones, birth to six, and it looks at the eight different domains. And you use any of these kinds of resources to monitor the acquisition of skills in for communication and learning. And it can provide you information about current levels of functioning and progress. So you can do a snapshot in time. Or, you know. Or you can of you can monitor over time and see what a child is doing. Then you can also use these to pick goals to work on as a area, a domain of concern or not, then you can pick goals from there. And then it also aids in counseling to parents about where their child is at and what might be concerns or might what might be strengths for the child, okay? And so now we're going to switch over to Sally.

>> So we're going to take a look at Jake who is 11 months old, and just, it's a five‑minute video and all we ask is the mom just video her child interacting, playing, and I think it's a little bit difficult because mom is doing the video on her phone so is it is not a typical situation where she's with him, but it will give you some idea of his overall development and what I want you to do is just look and think about the different domains, jot down what you're seeing in each domain or what you're not seeing, what you're concerned about and then after we look at it, shout out if there are any others, if you have any concerns or if you feel this kid is sort of within the range of 11 months, like would you target something to work on with him or you think he's okay? And again it's just a snapshot. But I think when you look at these even if you don't see it, you can get some idea of where he's at, you know, because he's doing one skill and you would assume he would have the lower skill if he's doing that skill. So let's look at Jake.

>> Oh, sorry. I'll do it.

>> Oh, yeah, that's right. I have to switch over.

>> Where are you? Hi buddy. What are you saying to me? Oh, there you are. Hi, Jakey. Oh, it looks like you have a sticker on your foot. Do you need some help? What are you going to do? Are you just going to keep walking around with it on your foot? You are silly. What's over here? I see some of your animals over there. Oh, you just want to do peek a boo again, huh? Is there a cracker on the floor?

>> Second child.

>> What are those, are those your animals over there? I'm trying to get ‑‑ oh. Oh. Thank you. Mommy will take the sticker. Thank you. What toys do you have? Oh, broccoli. How does that broccoli taste? Oh. Thank you. Is that for mama? Thank you. Oh, and you're going to give me a ball, a blue ball? What else do you have over here? Oh, a hammer, that's for your shapes, isn't it. Hey, Jakey. Come here. I have something for you. Jakey, look what mommy has over here. Hey, Jake. Hey, Jake. I saw you picked up that cracker. Come here. Look what I have for you. I have two books. Do you want to come see these books? Oh, are you drinking some water? Jake, can you sit right here and read your books?

>> Yeah.

>> Here. You see mommy's phone? Yeah. Here, why don't you sit down. We'll read your book. Hi. Say hi, phone. Sit your booty down. Okay. Just exploring around, huh? Oh, no. Are you okay en? Oh. A red ‑‑ a red cup. Jake, look. This were book? Remember all the animals are hiding. Can you come find them? Oh, peek a boo. Come find the animals. Look. What's on the next page. Oh, what's behind the green door? Can you open it? Do you need some help? Peekaboo. Oh, a jury graph. What's on the next page? Go ahead.

 All done? I think there's some more you skipped. Oh. What's in there? Peekaboo. What is that? Bye‑bye book.

 Here's a one about a doggie. You got a lot of toys in front of you, huh? Just exploring.

>> Five minutes in the life of an 11‑month old, it's a tough life but someone has he got to do it.

>> Yeah.

>> Every time I see, that I just want to blow raspberries on his belly, his belly is just like right there.

 So let's hopefully it's ‑‑ every time I see, it I see a little bit more what he's doing, so can you just raise your hand and just let me know like in play what did you say in play that he was doing?

>> Drinking.

>> Should I pass the mic around so everybody can see? Yeah, exactly. So he was really attached to that red cup for those five minutes and he pretended to drink. It seemed like he wanted something to drink too, because he was pretending.

>> He also picked up items, handed them to his mother, looked to her for her reaction to those things and shared them with her.

>> Yeah, very intentional too, yeah.

>> He was testing out like a theory with a sticker because he took it off and then he put it back on. He was like oh, that's what happens.

>> Yeah. Exactly. Yeah.

>> Okay.

>> I think he also recognized either foot or sticker because as soon as mom said, it he looked right down and first it was foot, then it was sticker.

>> That was a really good observation because actually his back was to us at the time and she said oh, have you a sticker on his foot and you could see his head looked down and that's what you're looking for.

>> He also turned to mom. So he heard her voice. He was far enough away. He turned around. He thought, looked down.

>> I agree. She was able to engage him from a distance, absolutely. Yeah.

>> United States he appeared to turn to the left when she called him by name. It was just once, so that could be a chance but.

>> Yeah.

>> Good observations. What else? He could go in all the he did mains. It's hard to ‑‑ just shout it out.

>> Well, he was pretending to hammer with a little hammer when she said, that's a am hammer, you hammer with it and he started to do it. On the other hand, she called his name a zillion times and he looked very few times and I was like, does he hear her?

>> Yeah, and that was a good observation that so he played appropriately with the toy, he knew what the hammer was for, but she did, she called his name a lot of times and he didn't respond, he didn't turn, and he did that the once you that observed. Yes. What else?

>> I think responded a little bit when he was behind the stairs with the peek a boo but I didn't really see him responding afterwards. You know, there was no exchange when mom said peekaboo, peekaboo, when he looked at the picture, I don't know.

>> He did in the beginning ‑‑ ‑‑

>> Yeah, when he was by hind the stairs.

>> And that ‑‑

>> That's what it looked like and but then she would say it afterwards and I didn't see a response to that.

>> As far as talking about things that he wasn't doing, I also, and maybe it is because it was pretty short and he didn't have the opportunity, you but he didn't seem to be producing a lot of different consonants and a different sounds. He had a few vowel sounds, he had a couple of nasals, he had like a (making sounds) but other than, that I didn't really hear a the lot of sounds, except for the squealing, I didn't hear a lot of sort of inflexible jargon or jargon or any kind of conversational intonation, so that was one thing that I noticed him sort of not doing that I think he maybe should have a little more of at 11 months.

>> Yeah, we looked at the tape a couple of times and in the beginning there was a little bit when he was walking away in the beginning when he was talking away, so we had to look at it a couple of times to see if we could hear something, and

>> (Speaking away from microphone)

>> Yeah, I heard a couple of ovular sounds, I heard a couple of nasals, like a (making sounds) and vowel sounds ash and ‑‑

>> And then there was the squeal, right, and but other than that, I didn't hear a whole lot.

>> (Speaking away from microphone) water, yeah.

>> (Speaking away from microphone)

>> There was times where mom kept trying to redirect him to what she wanted to do with him and he didn't have any interest. He was on his own agenda and yeah.

>> Good observation.

>> I think mom really wanted to get him back to the camera. But that's a really good observation. She was trying to redirect him.

>> I think he's a brand new walker and so he was really, you know, exploring his little world with his motor exploration.

>> Good observations.

>> Oh, here.

>> She spoke a lot to him but at no point he did attempt to imitate what she said.

>> Yeah, I didn't see ‑‑ any of that. We were hoping to capture that. And who knows, five minutes later maybe he would. It's hard to say.

>> Yeah, it's one of those things, we have to remember, it's a snapshot in time and there's a range of normal skills of what a child will do and, in both the videos that you're going to see today, you know, I didn't see that on the video but absolutely five minutes later he might be doing it completely. But it's fine, we just want to give you the idea of watching a child and starting to pick things out. But you'll have to do it over time or you'll also have to do it with parent report on what's going on. You guys are really observant.

>> Yeah, really observant. Because we watched it more than once to try to figure out what was going on with him. I did like mom's voice, did you notice her mother, the way she spoke to him was really pretty.

>> Nice job.

>> Yeah, she had a lovely voice quality with him and she was pretty cool about it because it's hard to video.

 So six to nine months, appears to listen to conversation of others, do we think we did that?

>> We saw all of the things. Now that I'm looking at it again, I'm wondering about that.

>> So I think when she said, when he was going to put the sticker in his mouth and she wasn't no, no, no, and then he turned around and gave it to am most, seemed to respond, did you see that? He seemed to respond to her intonation and then she was able to grab him over with the book. But now looking at it, I'm not sure if he saw the book or he actually did it with her voice. Do you remember at the end there when he walked over the book? Responses and searches for sound when the sound source is not visible.

>> Well, he turned to his name and when he said foot, she ‑‑

>> Yes, and peekaboo behind the stairs.

>> Okay. And he did, one time, stop activity when his name was called and he looked at the person saying the name. 6 to 12 months, turns to person saying name. So those were just the skills we saw under addition. And receptive language, we gave him the common on jeblth. We don't know if it was sticker or foot but he did look. And understanding some verbal words or phrases, and this time when he saw it and she said oh, you're giving it to momma, and I think he responded to mama because he took the next item, the blue ball, and turned and gave it to her and looks at pictures with the adult when they were looking at the book. So expressive language. He vocalized. He extended his object to show but he didn't necessarily give when she asked for it. But he did reach to request an object and he looked at the caregiver to look at a meaningful object in a meaningful way, some joint' tension, note a lot, but we did see some.

 Yeah, so under articulation, again, exactly what you were saying. So we certain the seeing those skills six to nine or nine to 12, yeah, and that's and then play, he hit an object, did simple actions such as he was shaking, he put something in the cup and he was shaking it, and we feel in the beginning he was doing a little bit of the peekaboo, and he was banging with the hammer and he was exploring. He was able to transfer objects from one hand to another and when he dropped, he purposely dropped some and he would find it and he was able to release an object under cognition. Pragmatics, you know, he clearly recognized mom, showed a preference for the toys. And under literacy, you know, he attended some to the book with the flap and he was trying to turn pages with help. So I think if you were looking at this, what jumps out at you like an area of need? What domain would you? You can say it louder.

>> (Speaking away from microphone)

>> Yeah. Yeah. And so I think the articulation too, right, so those are the areas yeah. And actually her older son was actually in EI for exactly that. So it is interesting, yeah. So we're going to play another game. So this is ‑‑ now they need the arrows.

>> So like MaryKay said, the domains are, like, in this book, you know, I've been doing this for almost 40 years, and I still, when I prepare lessons, and I have a kid coming in, I still look at his chronological age, look at his hearing age, language age, and refer back to developmental profile just to say, what is a child, given these ages, should be doing? And I use it for counseling. So I don't know it off the top of my head. I still refer back to something, you know. So this is just sort of a way to look at what we're going to do is presenting the skill and we're going to give you an age range with that skill and you're going to say, no, that age range should be here when a child does that, it should be lower, I would expect a child to say wave bye‑bye, you know, when we say it's three months, no, no, no should it be higher, it should be yes, at three months, or it should be lower. And have you arrows on your table. Each group has an arrow. So up is you would expect this child to perform this skill higher than the age range we gave, lower, at a younger age, or exactly the same. Does that make sense? Okay. So let's start with ‑‑ and then we just wanted to kind of say that in our developmental profile, MaryKay did 0 to 24 months or all in the three‑month period of time because so much is happening, and then 24 to 36 months is a six‑month range. And that's the ranges of the ages we gave you.

>> So all have you to do is the arrow. You don't need the chalk. So if you think it should be higher, up. If you think it's correct, sideways, keep it as it is, like, Price is Right, or lower, arrow is down, if you think that the correct age is lower, okay?

>> So, for example, in play, if a child imitates adult routines like if mom is sweeping and the child pretends to sweep, do you think that that is ‑‑ an 18 to 21‑month old range or do you think a younger child would do that, you would expect it younger, you would expect it older or yes, you would expect ‑‑ or yes, or you would expect it exactly the same? At that range, if you're looking. I don't know, I don't even know if I can answer these questions, you know. I would need my cheat notes, you know. But it just gives you an idea. Okay. So there's a table three and they're saying they would expect it to come in lower.

 So we've got lower, lower, lower, lower, lower, and we've got table six, table six is the same.

>> Everybody else is lower.

>> Everybody else is lower, right? Okay. Let's see. Correct answer is lower.

>> Lower.

>> Yeah.

>> So this just gives you an idea, okay? So at 12 to 15 months, they're doing that shape sorter. 15 to 18 months, they're doing, imitating routines. And 18 to 21 months they're using toys in pretend play. I'm always shocked by that. It seems so young to me. It is pretty cool, though, that they're doing that, and remember that is directly related to literacy.

 Okay. So let's look at the next one, okay? So shows awareness of the softer sounds they hear such as a whisper, tick, tock, tick, tock, so would you expect it is six to nine months, same, lower? I know, it's hard. It makes you think about it.

 Okay. So what do we have? Okay. So we have table six says lower. Table five is the same. Table four is lower. Table three is lower.

>> That one is moving.

>> Table two is moving.

(Laughter)

>> No cheating.

>> Okay. Table two, you're going with that one? And table one.

>> Same or lower.

>> Okay.

>> Let's see what it is.

>> Yeah, it's the same. So

>> You want one? Is that what you're doing? Okay. Same as that. Okay. Okay. So three to six months, they start search ing for the sound. Six to nine months, aware of softer sounds. And nine to 12, they start looking at objects mentioned during conversation.

>> So the answer was the same?

>> I should know that.

>> We should know that but clearly. All right. Ready for the next one?

 So what age, receptive. Okay? Understands and answers simple what is a person doing questions. Like, you know, what is daddy doing?

>> Yes. So if they say, what's daddy doing, they'll say, eating or sitting. Understands and answers. It is not what is daddy doing and they point to daddy, nope.

>> We had the same discussion, actually.

>> It is and answers.

>> So we're saying 24 to 30 months. Okay. So table 2 says the same. Table 6 is the same.

>> Can we clarify?

>> Yes.

>> Do have to be able to answer it (Speaking away from microphone)

>> What is daddy doing and they say eat, you know that they're understanding the question so.

>> It doesn't have to be grammatically correct but it needs to be content correct.

>> But that's a good question.

>> Yeah.

>> Okay.

>> So ‑‑ oh, they changed it.

>> All right. We'll give them a minute. They're still discussing. Enough that you know they understood and process ed the question correctly and were able to answer it. So table 6 ‑‑ is table five, you're lower.

>> Lower, lower, lower. Table three is the same. No. No. No. Table one is lower, and table two is the same.

>> And what was table four?

>> Lower.

>> And correct answer is?

>> 24 to 30 months. Aren't you glad you cannot change it?

(Laughter)

>> Was that the same or ‑‑

>> Thank you.

>> Again, I should know this.

>> So at 21 to 24 months, they're understanding about ten new words a week, understanding questions and able to answer it, 24 to 30, 30 to 36, they're able to follow a two‑step un related direction. Okay. Let's look under expressive. Produces two‑word phrases frequently using a variety of two‑word combinations, okay? 18 to 21 months we said.

 All right. Table five and six. And then table one. Table one. Oh, wait, table one.

 Okay. So we said 18 to 21 months. Wait. I went the wrong way. I'm sorry. 18 to ‑‑ oh, yeah, older. Everybody I think got that one now. So he 18 to 21 months, they're producing 30 words and they start using the two‑word phrases frequently. And then in response to your question, they start 24 to 30 using the ing.

 Okay. Speech. Imitates alternating vowels, uh‑oh, we said six to nine months.

>> Go is ‑‑

>> This ‑‑ it should be holder.

>> Four and three are the same.

>> Two is the ‑‑

>> Imitate. Not spontaneous come up with it, imitate.

>> Four, are you ‑‑

>> I'm getting waffling. I can't tell where the area is going arrow is going. Okay. Table one. Answer. Table one is ‑‑

>> It's a lot of pressure.

>> Oh, wait, did you change yours?

>> Two was up. No, I got two.

>> Okay. So table one, what is your answer? Final answer?

>> Okay.

>> I know. I know. I heard you say ‑‑

>> Table two was the only one that got it, right? Because it's up.

>> It's up.

>> It was up.

>> Did you do up or?

>> No, the answer is up.

>> Up. Because it was six to nine, right? The answer is up. So this is what they're doing, constant vowel combinations, six to nine, nine to 12, a little bit of alternating valves, imitating that, and 12 to 15, producing most of the vowels in vocal play.

 Cognition. Uses an object adds a tool to obtain another object. Like uses a stick to get a toy out from under the bed. And we said 21 to 24 months.

>> All right. Do we have answers? No? No? Okay. Table two. Okay. Okay. Five. Six. And table one. Table one is always behind.

>> We're thinking.

>> Table one is the analytical thinkers over here.

>> They're the thinking table.

>> Oh, there's the not consent, some people there. All right. Table one.

>> Okay. They thank lower.

>> Okay.

>> It's lower.

>> It's lower.

>> So 15 to 18 months are matching objects. 18 to 21, they're able to obtain another object using a tool. And 21 to 24 months, they're sorting o objects in to groups, according to categories. So I think we have one more ‑‑

>> Two more.

>> So we threw in a theory of mind one. So they're able to sort of express early emotional states, just happy, sad, angry. And we're saying at what age does that come in, and we said 30 to 36 months?

>> Okay. Table three is really quick to respond all the time. Table one is slow. No, that's good. You're like me, you just pick it and you go with it.

>> We should mix them up.

>> Yeah, switch a few people. All right. Other answers? They're still discussing. Table two, okay.

>> Oh, table two. Table 2005.

>> I was going to put cards with table numbers. I should have done that.

>> Table six. Or no four. Okay.

>> Next time we should do that, yeah.

>> Okay.

>> Table six. Wow. You all are going with stay.

>> Yeah.

>> Okay. And it is.

>> All got it.

>> But returns but not consistent at 24 to 30. Those early emotional states 30 to 36 months and then starts to play in small groups, 36 to 42. Okay. Last one, literacy. Enjoys brooks with repetition or language pattern such as brown bear, brown bear, what do you see? 18 to 21 months we said. That was fast. You're fast.

>> All right. Table six. Nope. Table three is talking about it now. Okay. Five. Four. One and three. Okay. Sorry. You got it down?

>> Everybody?

>> No, table three. Usually the fast table. Okay.

>> Okay. So we said 18 to 2 is months and it's actually older.

>> Wow. No one got that one.

>> I'm surprised by that.

>> It is 21 to 24 months. Let's see. Enjoys.

>> Maybe that was a trick question. I don't know.

>> Well, that's how they ‑‑ when we were looking at the milestones and all of the references and so forth that's how they call that.

>> (Speaking away from microphone)

>> Just the fact that they'll sit and attend to it and kind of, you know, because the child will take a book and look at it for a second and be done, that they will sit and look through this, if you're looking through the book with it and they're enjoying it. Okay.

>> It's interesting, I was ‑‑

>> And ‑‑

>> Go ahead.

>> And you can tell children there are certain books that they like over other ones and so what you're saying is that these pattern books are books that they prefer over if you think of a younger age and it's just showing the objects. With that so they're moving up a step to the pattern books with the repetition. They would choose that book over a book of just babies.

>> Okay. When I look at this, I was just saying to MaryKay, I said, you know, kids are so smart. They're doing so much at such early ages, that was sort of my take away when you're seeing what they're doing, and then MaryKay made a really good point, she said, that's why this is so important because we have to have high expectations for the kids we work with? I don't know if you looked at that and thought, oh, my gosh, they're doing it at 24 months, it's such a young age, and it's true, we have to remind ourselves what is kids are capable of doing and then have those high expectations for the kids we're working with. So that's the ‑‑ I think that's all for milestones, right?

>> Yes.

>> Yes. So that's how we did the milestones rather than just lecturing you on them. But hopefully that was helpful. We're going to take a break. I think its time for a break. You guys have been great. So we can just come back here at 10:15.

>> Yeah. We'll give ‑‑

>> We've worked your minds a little bit, we've made you think, so 10:15.

>> And if you want to look at the book, it's here.

>> Okay.

>> Okay. Welcome back. We're going to get started, but somebody shared something with us that I thought, I forgot your name.

>> Oh, sorry.

>> Cory has shared something that I thought was kind of interesting. So I asked her to share it with the group.

>> I was just commenting to her that during the break that I frequently, you know, looking at milestones and trying to remember what kids can do and at what ages and I think that sometimes we work with all sort of lower performing kids or kids who are delayed, a lot of times before I go do an assessment or before I go to a kids house sometimes I'll look at YouTube kids of typically developing kids because I'm like oh, my God, that kid is a genius. Because but it just reminds me what typical looks like because I forget, I think working with so many delayed kids, it backs our new Norm and what we expect to see. And at least for me I forget what typical looks like, so I sometimes will remind myself before I go.

>> Yeah, I look at the kids in the super market, because my own children are grown, I notice the children in the super market and the children roll are in the daycare, and they come around and I'm working with the 30‑month old and who has ten words and the others come around, look, can we play, the bear goes in, and I'm like, right, this is typical.

>> I think it also helps on the reverse too, who was just kind of not paying attention and not engaged in activity, and then I think it was a book time or something and then I started looking at a couple of other kids, not everybody was engaged, not every child was focussed. So I thought, okay. When I look at him compared to the other kids, he looks okay, you know. So I think it works both ways, just, you know, they're not always on kids. And sometimes they are.

>> And sometimes you go in to a daycare where you go, that kids needs early intervention? Whoa.

>> It's true.

>> So my kid looks a lot better than that.

>> I know like when we're doing assessments I always have to keep in mind when I get a child that, you know, we have to keep going and I'm like, I start to get excited and I have to remember to contain myself because I'm almost like, your child is a genius. And then I'm like oh, wait, this, is he's typical, he's doing exactly what he should be, but you get so excited that you have a kid that is actually, you know, do what they should do.

>> Sometimes it's like they're off the charts and they're really just functioning the at the age they should be functioning at, but you get so excited because you've gone that far and it's like I never have made it that far.

>> Thank you for sharing.

>> That is really the whole point of why we're thinking knowing child development is important because it, we do get a skewed view sometimes and I was the same time, I look at a child and it's like oh, my gosh, they're a genius, no, that's just normal development but we want to set high expectations for our children and make sure that we don't keep them lower, they're putting two words together, it's great. But they're 36 months, they need to be doing more than that. And I also like the point that you made, Sally, is looking at, when we were looking at Jake and saying he didn't do this, he didn't respond to mom's name all the time, you know what, that's normal. Because we kids get focussed in on different things and they just tune you out. And so kind of knowing what is that range of normal and maybe he didn't show that skill at that time, with you they're not going to show that skill every single time they have the opportunity to do it. And that is typical too. So we kind of have to make sure we have appropriate expectations. So going into that, the next part, we want to show one more video, and I gave you each a handout. And if you look at, it there's eight pages. So each page is a page of domains, and while you're watching the video or afterwards, I want you as a group to go ahead and feel out the form. So it's going to be Nick. He's 14 months old. As a group, mark off any skills that you've observed happening. So if you see seat skill, you can just put a plus by it. If there is no opportunity for the skill, so if it says, I don't know, child stops crying when mom talks to him, well, if the child wasn't crying and mom did not observe, you can just put NA, not applicable. Or if there were opportunities but you didn't really see it happen, put a negative, okay? So we're going to have you mark it off. And then at the end, we're going to have you look each of the domains and decide, do I have a concern or do I not have a concern in that domain. So we're going to go back to our arrows, so you get to use those again, because I'm not going to give you the answer right away. And each group we're going to say audition, was there a concern or no concern, and arrow up, and I put the cheat sheet on the table because I can't keep remembering it. No concern is like it is thumbs up, it's okay. Thumbs town, there's a concern, okay? So I just want to, as we were talking about now, remember, it's a snapshot of the child. This may not show every single skill that child has because for whatever reason at that particular point in time I didn't want to do it or he didn't want to pay attention. But we're just going to go ahead and mark what we see right now, and that's what we're going to base this on. Remember there's a range of normal. Not every 9 to 12 monther is going to show all of the skills at 9 to 12 months. They might show a few higher, a few lower, and that can still be in the range.

 In this video, unlike Sally's, hers was more natural with the mom just kind of following the child around. I did set up a few activities to see if he would do some, so there's some structured activities and a little more natural. So you'll see some opportunity for that. And if you see an X on the sheet, I'm not sure that in there, that means that that's, when we come to picking goals, that that's not really a teachable goal, it's more of a milestone that you're observing the child doing, and let's see if there's any X's on these. I might have taken ‑‑ if you look under play, play 12 to 15 months, the first one, carries one object in each hand while walking around, there's a not necessarily a skill that we would teach but it is something we want to be aware of if the child is doing. So we would not pick that as a goal about you just checking it off to make sure that the child has mastered that skill. And then when we come to reporting it, you can say, you know, there's a scatter of skills or the child had some skills or the child had no skills or the child had solid skills in that age range, okay? So this is a, I think it is a seven‑minute video, so hopefully it's not too long. But I think it's adorable. So have fun watching him. Again, if you want to try to check it off as it is happening, it might be a little difficult. But watching the video, and then as a group, we're going to give you quite a bit of time now and check off in each of the domains some of the different skills you're seeing, okay? So this is an assessment, yes, he has the skill, no, he doesn't. 14 months. Nick is 14 months.

 Okay? Let me do this. Hopefully this works. And again, I apologize, we did not have time to close caption but the captioner has been doing an awesome of job of being able to do that. I'll give you a heads up, Nick, there's not a lot of vocalizations in this one either, so you'll listen to me quite a bit and then there will be some minimum vocalizations. Okay. Here we go. And really, we just do this so Sally and I can sit down for a second and do nothing. No, kids are fun to watch. They're cute.

 Okay. Come on. Hello? Oh, thank you. Okay. Now we're good.

>> Brush the puppy. Brush, brush, brush. Oh, what do we have here? Oh, hi, there, bud. Hello. You're trying to get closer? Huh? You're trying to get closer? Let's see what that is on here.

>> Hi. Hello. There we go. Good job.

Right here. The star goes there. Right here. That star is hard. Right here.

 There you go.

 Yay. Good job. How about this one? Can you put in the ball? Good job. How about the square, where does he go? Yay. Good job. I'm going to get the ball one more time, see if you can do that again. Where's that one go? Right there? Where does it go? Good job. Yay. A little closer. All right. Wind this up. Give it a pull. Give it a pull. Good job there. We go. He won't go in. Yeah. He won't go in. Here we go. Find another one. Put in the triangle. Not that one. Not there. Oh, almost, try one more. Try one more. This one here, Nick. Try this one here. Try that one. Get mad, huh? Will it go in? They're in there. Yeah. They're in there. I'll take that for a second. What did you find, your brush? What am I going to do? Huh?

Yeah, we'll put it over here. And we got your spoon. Yeah. Do you want the spoon? Should we put ‑‑ or do you want the bowl? Brush. You want the bowl? You know what, I'm going to hide it. Give me that. Give me that. Yeah, I want that. Give me that. Hide it? Oh, oh, where did it go? Good job. You know where it went. Yeah. There you go. Good job.

(Applause)

>> All right. Num, num, num. Go stack them up. Go stack them up. Uh‑oh. There you go. Good job. Yeah. You got two. Say uh‑oh. Nick, do you want to give it to me? Do you want to give it to me? Give it to me? Give that one to me. Give that to me? Num, num, num, num. You want to give that to me? Give that to me? You don't want to do that today, huh? What else did we find. All right. Let's see what else we got. Should we take it off? Do you want to take it off? Wait a minute. My turn. Yeah. Yeah.

 Good job. Oh, are you going to eat that one? Are you going to eat that one? All right. We'll give that to me. Thank you. Which ball? Oh, here. Do you want to take the ball? Should we throw it to daddy? Go bang, bang, bang. Should we throw it? Yeah. Oh. Throwing. Good job. Bye‑bye ball. So bye‑bye. Buy bye‑bye. He rolled away. Bye‑bye. Yeah, what you got? Is that your baby book? Oh, what you got? Yeah. Done? Open. There's the baby. There's more babies.

 Oh, and more babies. Yeah, a baby. All kinds of baby faces on there. All done. Give it to me? Do you want to give it to me? Do you want to look some more? I see a baby. There's a baby. Yeah. All right. All done? You give it to me? Oh, give it to me. Thank you. We'll put these on. There. We'll put these on. Bye‑bye. Okay. Put them on? Oh. You're going to throw it? I'm going to put it on. I want to do one more thing. I'm going to go put that away. Nick, do you want to ride on your horsy? Should we go for a ride on your horsy?

 Oh, wait a minute, let's look at what is over here. What's over here? What's over here? What's over here? Oops. I have to get a good grip on that. Oh, there. We go. Now we got the phone. Go push.

 All right. Tell you what. Let's do horsy. Let's put him away. You found your brush? Uh‑huh. What do we have here? A horsy? You want up? Nick, you want up? You want up? Okay. Take the brush. You want to go on the horsy?

 Come on. Let's go on the horsy. Want to go up?

>> Yeah, they were rock, rock, rock, rock, rock. Yeah. Do you want up? Do you want up? Come on. Up. You're trying to get it on yourself and you are going to do it too, huh? Yeah. What do you want? Do you want up? You're going to get on yourself. Yeah, I know.

 Okay. Come on. Up? Come on. Up, up, up. Oh. There. There we go. Hang on. Push. Make him go. Push. Oh. Yeah. Is that what he does is rock, rock, rock? Yeah. Then we rock, rock, rock. Careful. Can you push? True again. Push down here. Push. (Galloping sounds)

There you go. Rock, rock, rock, rock, rock.

(Neighing sounds)

>> That's what a horse says? Rock, rock, rock. (Neighing sounds.)

(Galloping and neighing sounds.)

>> Uh‑oh. It stopped. The horsey all done? All right. Should we get off? Yeah. Off the horsey. So bye‑bye. Oh, you want more horsy? Bye‑bye. All right. Bye‑bye. Thank you. Good job. All right.

>> Okay. All right. So we will give you a few minutes to talk amongst yourselves, and go ahead and score the different domains and think about some of the different skills that you saw Nick doing.

>> Okay. So I know we could spend more time doing this, but just in the interest that we have other things that we want to get to, I'm going to go through with Nick and kind of talk about how I would have scored him a little bit, okay? And we're going to do the domain areas and do you think that's an area of concern or not concern. And I have to see which I'm doing first. Okay. Don't look. All right. So let's just start. No, I'll show what you I scored. Okay. So at the nine to ten‑month level in audition, looking at there were certain things I didn't see him doing, I you a saw a few skills and then there were some that were not applicable and you don't need to copy this down but just kind of giving you an idea of how I would have scored it. So each table, would you consider audition, area of concern for Nick or not concern? If it's a concern, I gave you the cheat shot, arrow up, no, if it's no concern, the arrow up. If it's a ‑‑

>> Concern ‑‑

>> No concern, arrow up. If it's a concern, arrow down. Okay, so just arrow up, aim not worried about audition or arrow down, I am worried. Okay. Your cheat sheet is in front of you on the table.

>> So concerned is oh, I'm really concerned approximate this. And I'm going to say if I had a child and I saw this is what I had scored on the child, would I be concerned about audition or not? Okay. So looking at what I've scored. Okay? Everybody ready? So Sally can score? Okay. Yes. I put it as areas, we all got it, that we were concerned, because I would say, in the report, he had a few skills ‑‑ a few skills at the nine to 12‑month level and none see at the 12 to 15 and he's 14 months so that might have to start me be a little bit concerned, okay? All right. Yes.

 (Speaking away from microphone)

>> Okay. All right. Yes. Okay? Now, receptive language. This is what I saw. Again, there's some that were not applicable, and at the nine to 12‑month, I really didn't see ‑‑ oh, no, there was one that I saw, and then a question mark ‑‑ no, two at the 9 to 12 with a question mark and some not applicable and none at the to 12 to 15. So would we can are that an area of concern or no concern? Concern, yep. Okay. So yes, I would say a few skills at the 9 to 12‑month level and no skills at the 12 to 15, so I'm going to be concerned in that domain, all right?

 Expressive language. What I saw there were three skills for sure I saw at the nine to 12 and one at the 12 to 15‑month level. So am I going to say an why were of concern or no concern? Table in the back, you kind of lost your people. But it's the two of you. Concern or no concern? Okay. Yep. No, this isn't the houses are this way, you do the fancy sign twirly. No, they ‑‑ yeah. Concern. So a scatter of skills, I kind of call that a scatter at nine to 12 and one skill at the 12 to 15‑month, okay?

 Speech articulation. Okay. So what I saw nine to 12‑month, about two skills and 12 to 15, no skills. So concern or no concern. Yeah, I think we got it. Yep.

 You're on your own back there. So I, again, in the report, would probably say he's showing some skills at 9 to 12 and none at 12 to 15, so that's an area for concern for me because, remember, he's 14 months.

 Play skills. It should be pretty easy. Look at that. He checked off every single play skill that there was at the 12 to 15‑month level so. And he's 14 months.

>> Can I ask a question?

>> Sure.

>> Under emerging (Speaking away from microphone) season

>> Oh, that's when you're using the book, and I didn't describe that, I was just, for this one, I was going more do you see it or do you don't, but in the book, if you were looking at this, you might say, well, you're looking at a child over time, emerging may be they're showing it about 50% of the time and it is coming. In mastery is they are solid with the skill or they don't have it, this is going to be my goal, I put the date.

>> (Speaking away from microphone)

>> Oh, I was writing them wherever I wanted to. I'm sorry. Yeah, notifies just kind of ‑‑ I wasn't using the scoring part that way. I was lazy and just putting the pluses wherever. So that's a great question, that's how I would use the book that you can pick the goal, you'd put the date, because then eventually when they achieve the goal, you put the end date and you get to see that response to intervention, how long did it take that child to accomplish that goal. Because if it is taking a very long time, that's also telling you something. Okay? So play skills, solid 12 to 15 months, no concern, okay?

 Cognition, okay. So looked in the areas of the cognition, I see that he had out of the six in area of cognition that I was able to check off. So concern or no concern? Yeah. No concern. Solid at the 12 to 15‑month level. And I kind of score it like I do the Rosetti, like there's some skills in that range or there's a scatter of skills or there's solid kids. If you are missing one, like, five out of six, to me, that's still solid, and it might not have been the opportunity for it to happen. But if you're doing that, you're pretty much have acquired those age level skills, okay? And then pragmatics. All right. So what I found, some of the skills, two at nine to 12, and then 12 to 15, I really didn't see what we have as listed on here but looking at overall pragmatics kind of is concern or no concern? None, none, none, none? Okay.

>> And table three, you were ‑‑

>> So ‑‑

>> The ‑‑

>> No, no. So what I said based on that he was doing things at the nine to 12 and there weren't opportunities at the 12 to 15 but it ‑‑ there was no red flagging for me at the nine to 12‑month level and also the interactions that were happening otherwise, I really didn't have concerns about his pragmatic issues. I mean, initially, the first activity I sat down and he sits and he scoots up to me and he wanted to be closer and interact. And so I would not have put concern for pragmatic area, okay?

>> I'm sorry (Speaking away from microphone)

>> You ‑‑

>> Table ‑‑

>> Table three and four had no concern. And five. Okay.

>> So concern was ‑‑ I thought table one, three, four, and five?

>> They're not going to say.

>> Not going to say if I got it wrong. All right. Got it. Okay.

>> The well, I think when I was doing the imitation, he I came over and he was looking and, you know, thinking of what the activities he was doing and what's that range of normal. Like he looked up at his dad who was doing the video at times looking over there. I guess it didn't strike me as a concern. And it is fine because sometimes there's a gray area and what you do is you put that as a little flag in your head and then you watch other things that go on, you know, like, is that something that is more of a concern or, again, is this child just focussed in and this is what he wants to do and he's not attending in because he's busy playing or he wanted that spoon in the bowl. He wanted to eat breakfast, we did the video, he we started breakfast and then said, let me just do this quickly and so we took him away. So he was a little obsessed with wanting to eat. I'm like yeah, you have to wait with that.

 So I think that's a good observation is to say, maybe I'm not sure where to put it and that's something I really want to pay attention to a little bit more so. Okay. So pragmatics as I had said as a no concern and then literacy. He got both out of the 12 to 15‑month level.

 And what I find so interesting is shows interest in photographs with babies, animals or bright colors. And you saw how he would play with different toys, and the book, he loved looking at the book with the baby faces. Now, if it were a book with other objects, I'm not sure if he would liked it as much. And that's so normal at 12 to 15 months to be looking at the baby faces and that really just showed that beautifully. So concern or no concern? No concern. All right.

 So in my assessment, then, based on the quick thing I would have done, I found four domains that I'm concerned about, the audition, expressive, receptive and the speech. I don't need to lower than about picking goals and pragmatics or literacy, he's doing fine. Or pragmatics, I might think, keep watching him a little bit just to think how it is going or the social interaction.

 So now I've identified my lesson plan of the four areas that I want to focus on. The next step is I now need to pick some goals. Well, I'm not going to pick every single goal that's on that sheet. If I'm going to work with that child, I'm coming in form a one‑hour session, I can't pick, you know, nine different goals to work on. So I need to focus it in a little bit. So I'm going to give an example of something, you will get case studies and be able to do it on your own so for your cases.

 So I talk about purposeful play. You pick the domain. I need my four domains that I want to focus in. Then I need to pick my goal. And then for newer therapists or for parents, let's write out the script. Let's actually give a specific target vocabulary or target activities to do that will help you a little bit. Okay? So for Nick, we decided our toy when I come into the home, they have this new toy and it is the farm animals with the little ‑‑ a little farm set. So that's what I'm going to try to help mom learn how ‑‑ and dad, sorry, or caregivers and siblings, play with Nick to stimulate and encourage audition, expressive language and speech articulation language using this. How can they do that. And I can pull in a few common objects that they have in and around the house to help out. So I have the blanket, a box, a bowl with some food and then a bowl with some water in it.

 So I pick two goals under audition. The first goal was associate a object, with a matched animal or object. The farm is easy. So I can do animal sounds with the object. So it is moo for cow, meow you for cat, peep for the baby chick, and woof for the dog, and notice, I can also use a lot of more super segmental motherese kind of acoustic kind of hooks with that kind of language. Meow. Versus woof, woof. So that's not meow, woof. It's very different that way. So I'm giving a lot of acoustic information that learning to listen sounds with that. So I've picked animal sounds.

 Then I also wanted to start to maybe to try to look to options mentioned during the conversation. So how I'm going to help with that is if I'm mentioning them and he's not looking, I might actually do a more visual and point it out, oh, let's go find the cow and he doesn't look, you know, moo says the cow and he doesn't look over to it, I'm going to say oh, there it is, there's our cow, there he is. So then Sally will take it in to how will he carry it in to a daily life activity that our goal is the animal or object sound and looking to objects mentioned in conversation.

 So how many people are doing home visits here? Going into the home? How many people have been in the home where there are no toys? Okay. How many are doing bagless therapy, toyless therapy? Really. Good four. So I've been a therapist for 35 years and I was telling MaryKay, the hardest ‑‑ I mean, I've been through lots of transitions because when I started we didn't have newborn hearing screening, we didn't have digital hearing aids, we didn't have cochlear implants, so I've seen a lot, but my hardest transition was doing home visits and doing toyless therapy. I'm really attached to my therapy toys. And I really, I mean, I really admire you going in to a home without toys and especially going in to a home without toys that doesn't have any toys, because it is really challenging.

 So there's a couple of things I want to say. So I stopped bringing toys in to the home. Or because I'm sort of hung up on toys, if I did, I would leave it behind, you know, whatever happens, happens. But I couldn't bring a toy in to a home and then take it away because it just didn't seem fair. So I think there's a couple of things. Don't get hung up on this particular lesson because I know for myself, working at University of Chicago, I do home visits on the south side and they didn't really care about animals and farms and it just wasn't in their realm. So, you know, you pick what is interested in the kid. If they're taking public transportation, start there. Or start with what the parent tells you. I remember one home I went in to, they had a mosaic word on the wall and they had a clock. So we did tick, tock, and tweet, tweet. And you pick what they have in the home or we did other stuff. So as far as daily living goes, you can ‑‑ okay.

 So let me see the next one. Okay. So I was following through. So if you're doing a toy with an animal, you could do a walk outside. I mean, there are dogs and there are cats and I was telling MaryKay, in this city, we have rats and we have squirrels. So?

>> And birds. There should be some birds.

>> Sometimes we get birds. But we do have a lots of squirrels in Chicago. It's really creepy. So you can, you know, the sound doesn't ‑‑ you don't have to make the same sound I make but you should make the same sound for the object that the family makes. So come up with a sound. If there's a certain animal in that person's life, come up with, make it consistent. Everybody should have the same sound, okay? And you're going to hopefully you can draw pictures if the family doesn't have books. Of course there are the Chicago public library, we encourage parents to go and get books. And there are toy lending libraries and things like that. But sometimes that's just not on a family's agenda.

 So you're going to talk about receptive language with a toy. Okay.

>> So then our next domain that we had concern was receptive language. So for that, I picked two goals. Understanding some specific verbal words or phrases. I'm already kind of getting that with the animal sounds, so some of these goals will be a little redundant. And then identifying two body parts on self. I thought, let's kind of build up the vocabulary, receptive vocabulary. So we've already had the animal sounds that we're working on, so we can throw in the name. So if we're going to talk about it, we're going to say meow says the cat and not just meow so the child learns the animal sound and the name. But I also want to add in not just nouns but to make sure that we get some action words in there too, like, 60% of children's first words are nouns. So there's a lot of nouns happening. But we have to get them beyond labels, we need action and descriptive words in there. So I'm also going to do like bye‑bye, or open. And we had the blanket so we can make the animals all go to sleep. So it can be shh, night, night, so they can start to learn night night. Or num, num we had the bowl of food, the animal can eat. We had the bowl of water so now we can wash the animal in the water and it could be wash, wash, wash, okay? So these are some vocabulary words that we can start to work on besides just animal sounds.

 And then body parts, because we have the animals, it's eyes, nose, mouth, and it's not just with, you know, the horse's eyes or my cow's eyes, but mine. So your nose, my mouth, things like that. So it would some beginning vocabulary words I would be telling the parent to reenforce it at home, not just playing with the farm set, but then Sally will say, and then this is how you can do it in daily life, the same kind of vocabulary so they get it consistently over and over.

>> Thanks. So, again, you've got the daily life experiences. So bye‑bye is easy. They're leaving, putting things away, you just want to encourage the families to say it each time. So okay, we're going to go bye‑bye. And if the child starts, wave bye‑bye and then say it again, as they're going to bed every night, you want to encourage and say shh, night, night. How many times are they opening things or taking things out of a container, they're eating, mm, mm, good.

 And one of my pet peeves is how many times are they wiping the child's nose? So it drives me a crazy because they're picking up a tissue, wiping the nose and then one of the vocabulary items is no and then they're teaching nose, nose. So put it in mommy's nose, your nose, we have to wipe your nose. So lots of repetition in that are put those in those er day situation that is we have to put your hearing aids on, they go on your ears, where are your ears and just helping parents see that there's nothing magical about this, that they have this up there, you know, in their vocabulary and their daily experiences and they can just feed it in, in a routine way, and we know children learn through repetition. So it's ‑‑ I think it is pretty intuitive for us but it is not always intuitive for our families.

>> All right. So then continuing on with our lesson plan, the next domain was expressive language, and this is pretty easy. So some of the skills that he didn't have and they're hooking up with already the other goals we have is now imitating the animal names and then producing one to two verbal words. So it is the same target vocabulary that I'm working on receptively that I can now pick expressively with that. So that's a no‑brainer, easy one, and trying to encourage imitation.

>> And again, it's are they imitating and I think we didn't really get in to strategies but a strategy that's always a useful one and to share with parents is just give them to wait, you know. It's not all about talk, talk, talk, feeding in, feeding in, feeding in, but you're saying something kind of quiet time, give the chance ‑‑ the child a chance to respond. And you can even prompt them, like, if you have an item or something, you know, that you can use it as a microphone to get them to try to imitate. But, again, it is the same vocabulary.

>> And then the last one ‑‑ oops, and I did want to make one note about vocabulary development. There's a study that Emily London and Michael Douglas came out in 2016, and I thought it was very interesting, they looked at children, some preschool children, and at vocabulary development. So they did it three different ways in the groups. They did explicit direct instruction of teaching vocabulary. They did follow and labeling. So if the child was playing something, they would kind of stand behind and give them the label of what it was but it wasn't direct instruction. And then incidental exposure, just kind of you know, working in themes, not direct instructing but giving the chance the child to overhear some of that vocabulary and then looked at what type of the instruction was the best way the children learned the vocabulary and it came out they learned the most words when it was the explicit direct instruction. And these were children with hearing loss. So I know we talk about a lot of natural exposure and that's very important and I agree with that, but I'm also a big proponent of these children are behind and they are delayed and they do need more direct instruction than a typical child whose developing normally with that. And this study, to me, Michael was so excited, it was like, we knew this, but it really lends to yes, direct instruction is helpful for those children with hearing loss to develop vocabulary. And they learned the fewest words ins incidental. So just overhearing it is not how they're going to learn the vocabulary, okay?

 All right. So the last one then is the speech articulation, and, again, we're going to use kind of going with our receptive and expressive goals and our audition, some of those early sounds, so imitating the rising and falling inflection. So it can be woof, woof, and can he do a lower one or meow or up, up, up, or down with that. And then we want to get some of the early developing consonants, because I heard vowel sounds, there was a little bit of babbling. I would like him to have babbled more and be playing more with early sounds. So I'm going to pick, like, M, B, N, D, W, H with that, so all done, you know, all da, all da is usually what they can do or uh‑oh, those alternating vowels and we now know what age that comes in at because we looked at that before. Owie for something that's hurt, peekaboo with that. But also, big proponent, children learn their speech articulation from babble to jargon to words so if they're behind in sounds, don't jump to words. Take it back. They have to learn how to babble and jargon. There's a reason for that. You don't sit and jump up and run. You sit, you creep, you walk, you run. You learn, babbling and jargon for three reasons, and I have to see if I can get it right, is to learn the kinesthetic pattern of speech, how do I produce that song and then have you to learn how to do it automatically and not have to think about it and then, now I'm going to forget, or, coarticulation. And then I have to learn how to co‑articulate it with other sounds and that's why you're doing babbling and jargoning. So you can't just jump in to words and think that they're going to get clear speech by practicing words. So I would do a little bit more babble with them like yum, yum, yum, um, um, to get that M sound you in rather than starting with mom and more with that, or wa, washing or walking. Not expecting them to say walk or wash, but at least wa, wa, wa. That W sound or hot, hot, hot. So I'm kind of throwing it in to more of a babble and then it is attached to a word but I'm giving them a chance to do more of the babbling and playing with the sound. That's my soapbox because I'm an SLP so.

>> Because you're a speech therapist.

>> Yes.

>> And I think we've all been there where the parents will say, they have a cochlear implants now, they have their hearing aids now, why aren't they saying words, you know, so we have to take them through the babbling stages, and I think you covered most of it, you about every time a parent picks a child up, they go, up, up, up, up, up, down, you know. Using that intonation. And, again, pointing out the sound, meow. I think that if you're targeting an age, you could be, you know, running, running. I'm so tired, that kind of thing. You could just, if you don't have the toys in the house, there's other ways of getting it, every time they're feeding, you know, it's feeding time, yum, yum, mmm. And if they're doing something and then no, no, no, no, no, that hurts, you know. And you can also do those games where they do the bouncing, you know, they put the baby on the lap, ba, ba, ba, ba, bounce kind of thick. So there's all, I'm sure you all have ways that you've incorporate this had kind of babbling in to the daily routines of a child. But I think we just have to make sure that the parents understand how important this is and how they can carry it over.

>> Okay. Great. So now it is going to be your turn. So we're going to do a similar thing that we've just gone through. There won't be a video for you to watch. Again, we're going to do a case study and you're going to get more milestone sheets because we really want to get milestones at you. Read the case studies as a group. Then fill out the milestone sheets of what you are seeing what this child is or is not doing. Then, after they're filled out, you make the determination in this domain, is it a concern or not a concern, okay? So then you're going to pick, on your lesson plan, which domains you want to get goals for. Next step, now you're going to pick one or two goals for that domain and then you're going to come up with a script around half the tables will get a toy and the other half will get a daily life skill. So one case study will be for two tables. It will it will be the same, one will have a daily. You might pick the same goals, you might pick different goals, because there's a variety of you can choose from. So what we want you to do is review the case study, mark the skills, determine the areas, the domains, no concern or concern, for each domain that's a concern, pick one to two goals, and then how would you use that toy or daily lifelike we just gave the examples, do a quick script writing that. So we're going to give you some time to do that and then at the end we'll give you a chance to present what you've done at the table. So the purposeful play is your he did of domain, goal, and then the script. So Sally is ‑‑ let's see. Not coming with the toys. And the toys are not the prize. They're my toys and I want them back.

(Laughter)

>> I'm sorry. But I, like Sally, love my toys.

>> Did you put your name on your toy?

>> I told you already, I want my toy back.

 We'll give you 15 minutes or so.

>> Okay. Don't forget to, as you're getting what your domains are, to pick your goals and write up some of your scripts of what I'm going to do and what I'm going to target as my script, okay? Because we want to make sure we get you out of here at noon.

>> So okay. Because we want you out of here at noon, make sure you that pick a few goals and dot scripts. We'll give you about five, seven minutes for that, and then we're going to each have you do one presentation, like, picking someone has to be the reporter, get up and present, let us know what you thought of the domains and then pick one domain and a goal and a script of what you've done, okay? So about seven minutes left, we'll wrap that up.

 All right. Two‑minute warning and then you have to pick someone from each group to come up and present, okay? So make sure you just let us know which domains are no concern, which ones are concern, pick one goal, and what the script is going to be, and then any other concerns or recommendations that you have for that child.

 Okay. We'll give everybody else just a quick chance here.

>> Yeah, one more minute to put together.

 Okay. Okay. I guess I'm going to speed my minute up. Who volunteered already? Okay. So we have a table coming up, and if you could just give us a very, you have about three, four minutes to present a quick synopsis of your, you had Abby. What your concerns are about Abby and goal that you picked and your recommendations. Okay.

>> Do you want the microphone or do you just want to come up? Because it looks like your hands are full.

 Come on up to the podium.

>> So we want Abby. Do you want the quick background information on Abby? Very quick. She's 16 years old, pi moderate, wears her hearing aids all the time, lives in a home with not very many toys but is showing a lot of good skills. What we found is that play skills and cognitive skills, pragmatic skills seem to be pretty much on target, very, very interactive with her parents and with other people, and she's audition, she's definitely showing recognition of sounds in her environment. Little hard to tell without more than that. So we decided to focus ‑‑ but receptive and expressive language were definitely delayed. So we decided to focus on those two. So we wrote ‑‑

>> So we wrote two goals, we were working with daily life, so we did meal goals and it said in the description that she likes Cheerio's but she's not yet feeding to a doll or to another parent, either with, by hand, or with a spoon. So we set up, it's kind of a combined goal, so receptive, based on another seminar that I did on explicitly teaching single words, we just focussed on some single words receptively to work on. So the single words we're focussing on are hungry, Cheerios, food, eat, spoon, bowl, and baby. And the target script is basically, you hungry? Let's eat. Baby is hungry, yum, yum. Baby eat, feed baby. Yum. And with all of this, you're doing sort of showing her how to feed the baby and how to scoop with the spoon and how to use they are fingers to feed the baby and things like that. And then the expressive language goal is just a little bit smaller. So it is just for the words O's, baby and yum, yum. She already says baby so we know she's comfortable with that so we're just trying to get her pushing up a little bit with the yum‑yum. We're still talking in terms of the expressive language, we're still talking. But we're focussing on O's and yum, yum, mmm, baby likes like it, you know, like that, so you're getting sort of the super segment as on those as well. And it is all fun for her because she carries the baby around with her all the time. It's her favorite doll.

>> Vole nice.

>> Awesome.

>> Did you have any comment about her play skills?

>> She seemed ‑‑ well, she seemed ‑‑ she did some imitative play, that she did some things that mom did and she put the baby to bed. So she had some decent play skills. So they were ‑‑ there were lots to use to jump off on in terms of language because she's doing a bunch of stuff.

>> Okay. Great.

>> And I think one of the things, one of our concerns with Abby is that she had some play skills but mom was pretty limited in what she was allowing her to do. So the concern was, you know, mom didn't want her getting dirty and so forth and she sat in the playpen and watched TV all the time was to talk to mom about not only her language but make sure you're encouraging play and letting her get dirty. So fantastic. Great. Already. Who wants to be next?

 So you also had Abby, so let's do that. But you're ‑‑ oops. And I just jumped ahead. I forgot. Never mind, don't look at that slide.

>> Okay. You heard about Abby.

>> Yep

>> Yep.

>> So we had a ‑‑ the toy part, and we picked the domain of expressive language with the goal being using gestural language. And the toy is that little farm there that when you turn it on, it's really loud.

>> Yes.

(Laughter)

>> So that might help her turn to the sound.

>> Can I just say, I work with children with hearing loss, all of my toys are very loud. On purpose.

>> It's a good thing for them but we thought we were disrupting everyone else here.

 So in having her use gestural language, we would play with the little farm and the farmer and there's a ring stack which was also one of the things in play we didn't know if she could do or in cognitive area. So we worked our goals, our targets, I guess, were signed. On and off is because you would put the rings on and off, using a pointing gesture to indicate where the ring should be placed. There's a little tractor with a farmer so we worked on push. And then he can go in and out of the farm. And we can say baby. One of the signs that she had in her goal was originally more so they would get more rings. And sounds for the animals that you press the buttons and go. So we could target all of those things, modeling those and encouraging her to do it and then gradually fade‑out the model, hoping that she would shelled direct us or she would use some of those.

>> Okay. Great.

>> I loved, again, how much ‑‑ how much vocabulary, how many target vocabulary words you can use with just that one toy. And thank you for bringing it back.

>> Okay.

>> Because it's a great toy and you could do many things with it. Yeah. Thank you.

 Okay. Great job. And let's switch to Bruno. We'll just go in order, A, B, C. So who from Bruno's group wants to come up and present first? Good. We got a volunteer. Mm‑hmm, yep. Yep. We've got a volunteer. Fantastic. Thank you. So you'll have to be the one to give a little bit of background on Bruno.

>> Okay.

>> Yeah.

>> So Bruno is a 14‑month old little guy with a bilateral profound sensory neural hearing loss. He wears cochlear implants. He lives at home with his Monday, dad, nanny comes in 15 hours a week, and he has a brother. He loves cars. He loves to play with cars. He plays with them functionally, rolling them around, pulling them in and out of a garage. He vocalizes to sounds and will look up at the birds, dogs barking, something that drops. He's not using a lot of words. And he doesn't seem particularly interested when his brother is talking or adults are talking. He does say loud words like mom, mom, mom, repeatedly, if he gets upset, he protests. He doesn't seem to be too afraid of strangers. So he is not showing a lot of interest in people or following along to some of the things that families say, whether it's a sibling or adults giving directions, do you want to do this or that, he's just not very interested in it right now.

 Some of our goals that we ‑‑

>> Oh, can you just, what areas, domains.

>> Yeah.

>> So we looked at receptive and audition, and particularly, I mean, there were other areas of concern, we just hadn't gotten there yet. We wanted to ‑‑

>> That's okay.

>> So we were looking, targeting the goals to beginning to perform simple actions to the address dressing routine, kind of as, like, maybe more of like a plan of care goal that we might send for Medicaid reimbursement or if we were looking at it as like an IFSP goal and Part C for early intervention, but know will go over to mom when she says it's time to get dressed or Bruno will get dressed with his brother when they're getting ready in the morning. So sorry, talking fast.

>> No, that's okay.

>> So some of the targets or scripts that we chose were things like up, up, for shirt, shoes, the sh sound, give me your legs, let's put your legs in the pants, playing peekaboo with the shirt, pointing to the shirts, maybe, since he likes cars, using that, like if he has a car shirt, making varoom, varoom sounds. Talking about arms, put your arms through. So some of the things that we had.

>> That's great.

>> Overachievers. You're giving us the health goal, how you would write it for the insurance company and you got. Awesome. Okay.

>> So we'll have Bruno, if they want to add anything else about the domains or what they found with Bruno and then their purposeful play.

>> Okay. We didn't get through the whole checklist, but we were pretty concerned with all areas, even though we didn't look through it all. So ‑‑

>> Even though what?

>> Even though we didn't look through all areas. We were pretty sure we were going to find concern in every area because we talked a lot about how we were concerned about a autism spectrum disorder and so decided to focus on pragmatics because it just seemed like engagement was a big piece that was missing and there's a lot that you can't begin to work on with language if the child is not even interested in you as a person. So we took the idea that he likes to like throw cars off his high chair. We have his crab toy here.

>> Don't you throw it.

>> Yeah. Throw it. But maybe on like a shorter surface you could really work on drawing attention by doing like a ready, set, go routine, so you know, ready, set, go, pause, make the crab go, accidentally fall off the table, that's really exciting, point, because he's not pointing yet, look at it you know, look, down, no, no. Those are all the words you could use. And then repeat that routine over with more ready, set, go, repeat the whole thing and when the ready, set, go I think is your time to try to get joint attention, looking at you, activate the toy, caregiver, and then falling, let's look at each other, look at the toy and then repeat.

>> Great. Great.

>> You guys are really awesome on all of the case studies so far. So yeah, that is kind of what we were talking with Bruno, the take away was that he had a lot of scatter of skills, like he was doing some higher level stuff but then not some lower level stuff and then there was pragmatic issue and he was obsess with cars. I had one little boy and the parent came in and every question I asked about play and so forth referred to blocks. And I really started to realize like that's all the kid does is play with the blocks and he's obsessed with that and that's it so I made Bruno cars. So that's a great activity, and you got those ideas, so I really like that. So there's speech and language but there was also looking in to, probably making representations for follow‑up, so maybe some identification of is he on the autism spectrum or not, okay. Great.

 So now we have our last table and they're going to do Charlie. And we have five minutes. So we're good. No rush, we're good.

>> So Charlie is a little older, he's 34 months, he's been wearing hearing aids since six months of age but he had bilateral implants at 14 months of age. And so he should have had access to sound for all that time and he's looking good in all of the areas except for language. So has a limited receptive and expressive vocabulary. So those are the things we really honed in on in our play task. And it also said that they're inconsistent users. Grandma doesn't like that Charlie looks like he has a hearing loss or so when grandma is around, they don't wear the implants. But he does go to a daycare because mom works five days a with week and so it doesn't say explicitly, I would assume that he's wearing them for at least all of daycare hours. And he has very good social engagement, very good pragmatics. He likes to play. He's very creative. We didn't any problems with cognition or any of the other areas, just really focussing on that language component.

 So for our receptive language, we wanted to increase vocabulary and increase object identification and request identification, so just naming the foods and talking about what do we do with the foods, and what do we use foods for and kind of working on that vocabulary and choosing items based on simple descriptions, kind of working on that auditory memory as well of like, what's pick and cold? Oh, it's the ice cream. Good job. And working with him. He seems to really, really like auditory information because his speech is really clear, he's really attentive, he just doesn't have the vocabulary yet.

>> Fantastic. That's really good. Thank you.

>> Yeah. So that was really the take away with Charlie. It was mortgage receptive and expressive language was just behind and it's probably because there's maybe some inconsistent use, and I know I got a strange look that really, the grandma? But I did work with one child that grandma, when she came over, the child was quite loud and grandma didn't like the loudness so when grandma came over, they took the implants off so that the child was quieter.

>> Oh, that wasn't ‑‑ I have a kid whose grand mass refuses to (Speaking away from microphone)

>> Thank you. Because I'm like it happens, and so it is one of those if you get some inconsistent use, there's language opportunities he's missing out on. So everything looks good especially he's a little bit behind in the language. And this is the first time we've don't case studies and I think we could spend three hours on them getting through them. And one of the things was that mom wanted him to go off to mainstream preschool but it was more like, I think ‑‑ he's in a oral preschool class and that might be a better solution for him, it's more language enriched for another year because going in to mainstream without services, you almost need to be ahead. You don't need to be behind in your language.

 Okay. So thank you, everybody. I hope we've covered all of our objectives that you learned a lot ‑‑

>> We have a prize. Don't go.

>> We have our prizes.

>> Okay. So we have two groups that tied so Sally is going to give out the prize for group, group 1 and 2. Yay. One and two. Got the high. So the big prize. So thank you, everybody, for coming. We appreciate that. And if you're interested, in the book, you can get it through MED‑EL with that. But hopefully you've learned a lot about milestones. And when you're looking at kids, I'm always like oh, in the grocery store, look at that skill that child just showed. But keeping it in mind. So thank you very much. We appreciate you sticking through Wednesday with us. Yay.

>> And Saturday.

>> Yeah, and Saturday for Sally. And safe travels home, everybody.

>> Thank you.