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EHDI 2019

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Hear the Song, Sing Along

MARCH 5, 2019

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>> Okay. We'll go ahead and get started. My name is Cole and I'm from Listen and Talk. I provide tele services through they're located in Washington, and I'm an educational doctorate student at Fontbonne University in St. Louis. I'm really excited to share this presentation with you. I don't have a background in music therapy or music education. I'm just really passionate about incorporating songs and music in to daily routines.

 So why do we sing? So go ahead and read some of these, if you can.

 Really, it's a great way to engage children, engage with children that's not necessarily therapy. It creates language opportunities it. Can be a part of a family's culture which we'll see in a little bit in a slide, supports development of natural speaking patterns, here's a couple of more reasons why go ahead and single in daily songs, its a great way to bond with children. When combined with movement, incorporating actions and swaying with songs improves speech controls, volume and rate. And Carol Flexer says when you're singing, you're teaching child through rhyme, rhythm and repetition.

 So these are just a couple of examples of songs that you can sing an in daily routines, or some daily routines, and we'll look at some examples of all of these. Putting on brain access devices, which hearing aids, cochlear implants, etc., and the reason we call them brain access devices is because Carol Flexer says that hearing loss is not about the ears, it is about the brain, and the ear ears are just the way into the brain.

 Brushing teeth, shared reading, bedtime, getting dressed and diaper changing.

 I'm pretty sure if you don't have a checklist or a ‑‑ so this is something I created. It's just a way to kind of check to see if you are hitting targets or ways to incorporate listening and spoken language in to daily routines. It's more like a guide. And you can kind of refer to this when we look at the video clips of the songs and see which ones the families are using, which ones I'm using with the families.

 So the first one we're going to look at here is Ed, and he's putting on his hearing aids. So we created a song because Ed was having a hard time kind of understanding what was happening when the hearing aids would go and he also has a little bit of vision loss too, and so this is a great way for to give him some auditory information and what was going to happen, the steps that were going to come.

 When we watch this clip, I want you to kind of notice what happens when we stop singing to him.

 I'll pause here for a minute.

 These are captioned as well.

(Video played.)

>> Do you have a mic? Great. So what kinds of things did you notice when we stopped singing or after he had his hearing aids? Okay. Hold on.

>> I heard two people say something. Okay. So I heard somebody say that they were more vocal or more verbal. Mm‑hmm.

>> So you stopped singing and he seemed to get a little fussier, he seemed to resist a little bit more, and then as soon as you started singing again, he quieted right back down and was okay with it.

>> Exactly. Yep. Thank you.

 Now you clicked it too many times. Okay.

 So the next one we're going to look at is a song that's actually it's a familiar song from Greece and they sing it to their little guy Gus when they are brushing teeth. There's some really great parent interaction in the beginning too so I left that in.

 This family didn't realize the high impact of ‑‑ or the impact of a high frequency loss so we kind of coached them on that. We plotted his audiogram on a normal sounds audiogram and we explained the sounds he was missing. And really this family was already singing with him, I just work with them on optimal positioning so being more down at his level standing versus Gus sitting down. This is also a tell session too so I'm in the corner.

(Video played)

>> All right. The next one we're going to look at, Ethel has down syndrome and unilateral hearing loss, she's 20 months old in this clip and she's nine months old. So one thing I was working with mom was slowing her speech rate down and singing is a great way to do that. There's also an example of audio closure at the end of this, so working on Ethel saying the animal sound and we paused and she filled it in. This was also a great way to, the first 100 words book is one that they read a lot and it was just providing them another way to use the book instead of pointing and labeling vocabulary words.

 This is a Spanish speaking family and the interpreter is with me at the office and it's a sell session.

>> Okay. So what kinds of things did you maybe notice in that clip that maybe Ethel did or that mom did? So at first we sang the song and then we encourage mom to participate and sing it with us too.

(Video played.)

>> When you said we, is the interpreter singing with you?

>> Yes, she is. Mica.

>> The question was the interpreter singing with the presenter?

>> Yes. Mica was singing there with me. She was also making sure that we were using the right term, so my Spanish is not great, so (Speaking a Foreign Language). So she wanted to make sure that we were using the appropriate term that they use in the home.

>> So Mica ‑‑

>> Is the interpreter there or with you?

>> She is ‑‑

>> So with you, you're both virtual?

>> Pardon?

>> You're both virtual?

>> Yes. Yep. She was with me in the room. Any other questions?

 Okay. Oh, we've not watching that one.

 Okay. So this next one is Marna, and in this clip, she's three months old, her hearing age is two months, and the parents have a analytic learning style which means they like to know the facts, and so what I did with this family, and similar to my other families, is I plotted her, unaided audiogram, on a familiar sounds audiogram and we kind of looked at her, and I won't go too much in to this, but her right ear is the red circles and her left ear is the blue X's. So we looked at where she's getting better access from, better access is ‑‑ or where her better listening side is, and then we also looked at this chart, and I'm afraid to this use this. This is from the Carol Flexer book, I'm not sure if you're familiar with it, but this citation is also there. But on this, even with her hearing loss, she has access to these things which is things that you get through songs, some things that you can get through songs. So we did that, and we did a lot of singing with this little one. And so this clip is something that mom and dad do often is they sway with her, which, again, is the vestibular development in those movements, and I want you to kind of notice what happens when Marna vocalizes, what happens with mom.

 (Video played)

>> Okay. So what happened with mom as soon as Marna vocalized there?

>> She smiled.

>> So she said, mom smiled and got happy. Well, let's wait for the mic. Hold on.

>> She was acknowledging that a song was made and that she heard it too in her facial expressions and eye contact.

>> Yep. Exactly.

 Okay

>> Okay. The next routine we're going to look at is getting dressed and sometimes kids enjoy that and sometimes kids don't really enjoy that. So we created a song, this is a made up tune, it's not one from a song that we changed the words to, which you can do that too, it's totally fine. Micro penetricia of the left ear, 12 months old, and device retention is a challenge for this family so we don't have their listening age. There's a lot of repetition in this song. It's a slower‑paced song as well too.

>> Okay. So what kinds of things maybe did you notice about that song or that interaction with the nanny?

>> When mom spoke to her, she used more exaggerated intonation after having sung.

>> She, yes, she did, mm‑hmm. Great. Anything else?

>> Yeah aside from the intonation, which was almost music like, she was practically singing, I noticed that it took a routine which this little girl maybe doesn't super like and made it in to something that she was okay with and that little foot would start stomping and she would sort of dance along, and I could see it being super facilitative.

>> Right. She was definitely dancing and kind of I think almost on beat too, which is great. And they also provided some wait time in that first little bit when we're talking about shoes, she kind of waited before started singing again. And how many times did she say shoes? Like ten times. So talk about repetition which is great for little ones, you know, learning vocabulary.

 So all right. We may not get through all of the videos. We'll try. All right. So this is diaper changing. This is a short one. It's only a little bit of a clip of a diaper changing, but in is a ram great opportunity for a song, you have the eye contact, you're in a close range with the child, some social skills as well. And this is Marna, again, this also included some movements that the physical therapist was doing as well, so kind of cotreating in a way, I guess, taking their goals and my goals and putting them in to one. So it is less work for the family also if they're just doing it during a routine that they're going to do multiple times a day anyways. And this is to the wheels on the bus. And it's a short little just one clip of it, I think, that the wheels, wipers maybe.

>> So you can dot wheels on the bus go round and round, you can take the child's legs and move them around, or their hands, the doors on the bus go open and shut, you can take their hands or their legs and open and close them. The horn, you can tap their tummies. So those are just some examples. Any questions about that one at all?

 All right. So is this next clip is environmental sounds, so things, this family had a grandfather clock that went off every 15 minutes. So one of the first things we did when we went on our listening walk is we really worked on that song, where that sound ‑‑ worked on where that sound was coming from and so we really made that a part of what we were doing. So we're just kind of taking environmental songs to the next level. This is not one what we created. This was one from Warren Esterbrooks. And then in the beginning, just pay attention to the clock that goes off in the beginning.

 Also, he should not be facing me. He should be facing his mom, so that's an error on my part.

(Video played.)

>> Okay. And the last one I want to leave you with, oh. Okay. So this little guy is Cruz, and in the clip, he's 13 months old, and his hearing age is ten months. He's a moderate to severe sensory hearing loss. This family is, Cruz's father is a musician and at first when he was diagnosed with hearing loss, they were wondering how that would impact his ability to enjoy music. And so just really shows you that the sky is the limit. It's a little loud.

>> And that is, that's that. So is there any questions about anything? In the video clips or questions for me?

>> I know at day cares, I keep telling them to use music at diaper changing. You can't go anywhere. You've got their undivided attention. You've got great joint attention. You know a song. They're a little intimidated sometimes but it is a great time to work on music at day cares is diaper changing. So just remind them about it.

>> Especially if you think about how much one‑on‑one time do those children get in day cares, that is a one‑on‑one time. So with the families I've worked with, that's what I coach the individuals who work at the day cares is if you're going to take any time to just do one‑on‑one, do it during the diaper changing because there's your one‑on‑one time right there.

>> Especially when they're 13 months and they're moving every where, you know, you don't get that good of attention. Exactly. There's a question in the back.

>> Do you have a recommendation for a song book or a CD that you use or are they mostly made up songs? And I missed the very beginning of your talk so forgive me if you went over that.

>> No, that's okay. I actually didn't. So made up songs or songs that you make up your ‑‑ made up songs are great or you can change the words to familiar songs, so one thing that I like to use is Warren Esterbrooks book, and I can't think of the name.

>> (Speaking away from microphone)

>> It is hear is seeing ‑‑

>> And I apologize. But I will give you my card and I promise you I will get you the name of the book. It slipped my mind right now. But I have a card and you can get me afterwards.

>> Mine is not so much a question but more of a comment. I'm a parent. And I did a lot of teletherapy. And so I just wanted to say that if you all do encourage families to do this on a regular basis, I totally forgot that's why I sing up and make up songs all the time until I came to this day. We do the brush and brush and brush and it is really cool because I got to see my daughter develop her personality by understanding what's coming, so I developed a morning song, and most times it's a hateful look, but sometimes it is happy. But it is really cool, because I use it for everything, and it's just once you start doing it, it comes naturally to do it for a million gazillion things you do everywhere so.

>> And there's one in the front also.

>> I'm a mom of three kids too with hearing loss so just putting their hearing aids on because they rip them off a lot, singing the song to the mulberry bush, he I have a horrible voice, they don't care, but this is the way you put your hearing aids on, it was fun. But I like kinder music, that's a fun one too that has high songs and low songs. So just one comment.

>> Right over here there was a question, yep.

>> Two questions. I tried to be culturally sensitive with families. Do you have families offer songs from their cultures often?

>> Sometimes they do, yes, and then I obviously I'm learning from them and it was learning from them which is great and then I just practice it and with interpreters and things. Definitely.

>> A do you try to keep a particular tune for a particular activity, so you wouldn't use the wheels on the bus tune with a different action?

>> I'm not sure that ‑‑ I'm not the expert in this at all, and so if someone else has a different opinion, great, please share it. I just have fun with it, maybe don't make it, you don't have to be so rigid, you know, about it, but just have fun with it. Anybody else?

 All right. Thank you.

(Applause)