

In Plain Sight: Using Materials in the Home for EI Sessions

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Disclosures

- Financial
 - We both receive a salary from the Moog Center for Deaf Education
- Non-Financial
 - Betsy is the author of My Baby & Me: A Book About Teaching Your Child to Talk



Learner Objectives

At the end of this session, participants will be able to:

- list materials found in families' homes that can be used to engage infants and toddlers in meaningful activities for developing vocabulary and language, whether using spoken language or sign language.
- describe how to use routine activities for encouraging parents to provide vocabulary and language stimulation, whether using spoken language or sign language.
- state the rationale for, and importance of, supporting parents when they are engaging their children in activities to encourage vocabulary and language development, whether in spoken language or sign language, using only materials typically found in their homes.



Our Hope for Today

That you will:

- leave with practical ideas that you can implement tomorrow
- be convinced to change some aspect of your practice to make it more meaningful to the parents and families with whom you work
- have a better understanding of how your actions influence the behaviors of the parents and families with whom you work



About Us

- Betsy
 - Executive Director at the Moog Center
 - Provide direct child service and parent support
 - Providing Early Intervention for more than 30 years

- Tabitha
 - Teacher of the Deaf at the Moog Center
 - Provides direct child service and parent support
 - Providing Early Intervention for 6 years



About You



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Agenda

- Description of Real-Time Embedded Coaching
- Rationale for Using Materials in the Home
- Ideas for Routine Activities
- Explanation of Working Group Activity
- Break
- Working Groups
- Share Working Group Ideas
- Questions and Wrap-Up



Coaching: The Concept



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Traditional Coaching

- Explanation of expectations at onset of session
- Coach/Mentor observes session
- Coach/Mentor takes notes of session
- Coach/Mentor comments about session, after it's completed



Real-Time Embedded Coaching

- Coach and coachee decide together the goals and expectations of the session (joint planning)
- Coach observes coachee while providing support and suggestions real-time
- Coachee reflects on her performance
- Coach provides additional feedback and comments in response to coachee's reflections

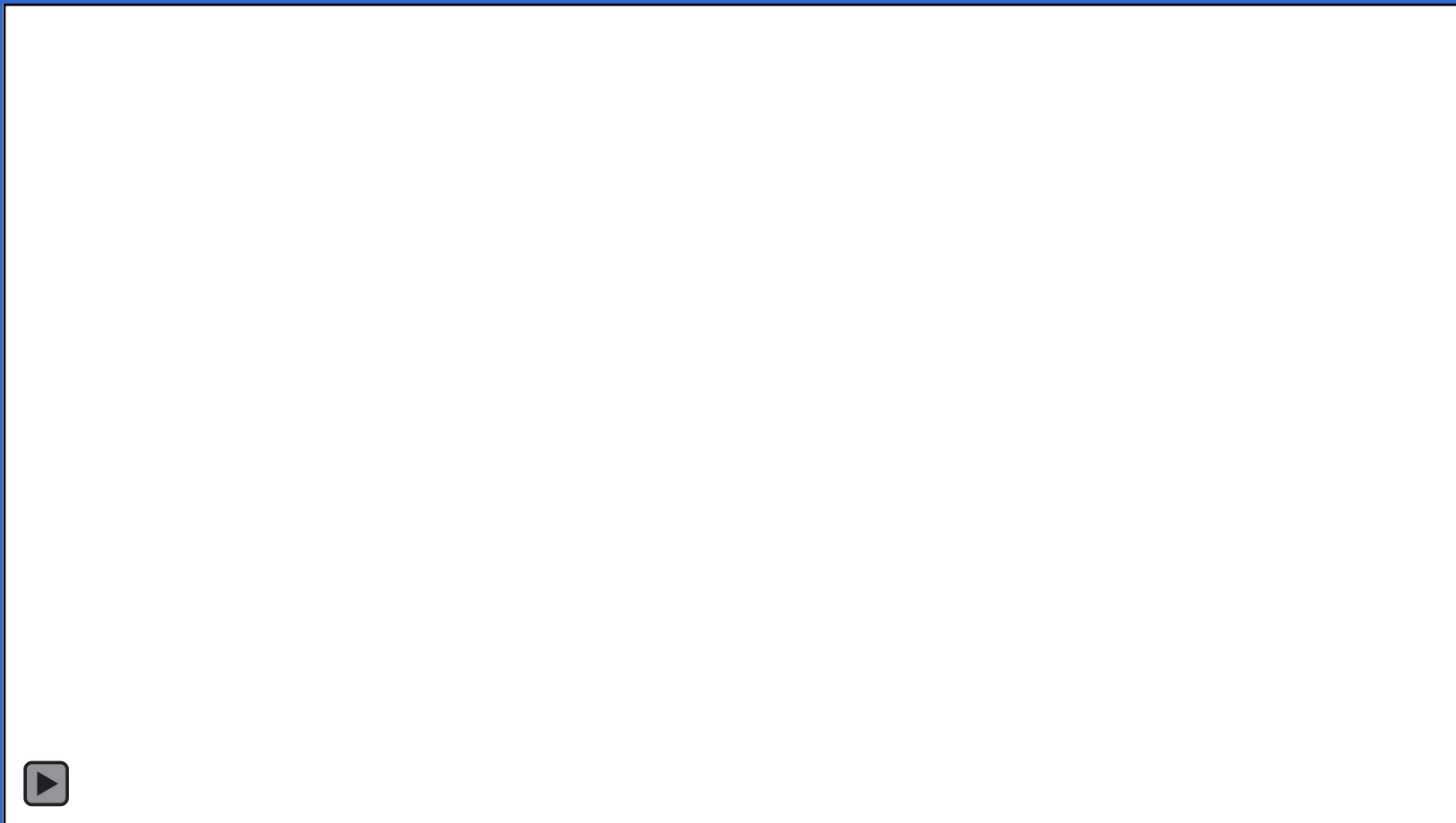


Real-Time Embedded Coaching

- The act of providing support through suggestions and reinforcement while the parent is engaging in an activity with the child
- Coaching occurs /before/during/after the activity



Real-Time Embedded Coaching



Caleb: 34 months
progressive asymmetric bilateral loss,
cochlear implant/hearing aid



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Real-Time Embedded Coaching



Nora: 24 months
unilateral, hearing aid



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Using Materials in the Home



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Rationale for Using Materials in the Home

- Parents/Caregivers have easy access to materials in their homes
- Parents/Caregivers need to be able to do the activities when the teacher/therapist is not present
- Bringing toys into the home sends the wrong message
 - *Your toys aren't good enough*



Rationale for Using Materials in the Home

- Parents/Caregivers have opportunities to think about and practice engaging their children
 - vocabulary
 - language
 - management of materials
- Parents/Caregivers feel a sense of control
 - They are making choices
 - They are determining what activities to do



Teacher Perspectives



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Teacher Perspectives

Since we were bringing the toys . . . sometimes [the parents] didn't have that toy at home or they didn't play [the way we were showing them or suggesting] with their child They never told us because we were telling them, "This is what you should be doing." They would never try Also some parents were buying [the toys] They would go and try to buy the same toys we were bringing, but that's not the idea. . . . It's what [the parents] do with [their children] at home and what's natural for [them]. [It's] how [they] like to play with [their children that's important]. And, then [trying] to help [the parents] use language and promote language through that frame.



Teacher Perspectives

We had the toy, we [told] them what to do, then as soon as they weren't doing it exactly how we told them to do [it] we were jumping in and . . . taking over. Now we're not doing that [and instead] we are [providing] positive feedback. We are giving them [positive feedback] now.



Teacher Perspectives

1. *I always started out with some kind of demonstration Now I start out with more of a discussion about what they think they should do with that toy. Together we talk about how we could incorporate [what we are currently working on] into whatever activity they have brought with them.*
2. *[The parents] became responsible for figuring out what to do with the toy or book.*
3. *We've developed more [as] a team. . . . Whereas, before I think we almost had this hierarchy where we were up here.*



Teacher Perspectives

I think [the parents] used to look at [me] as the one who knew how to do it There was something really special about the way [I was] doing it. They were very happy to just sit back and let me do all the work. So they would come to parent [education], happily, and they would sit there and smile and they would want me to show off what I could get their child to do. They were afraid to jump in and try and a lot of them were just very comfortable [saying], “Okay, show me.”



Teacher Perspectives

- *They were way more nervous [before we applied adult learning strategies] because they thought they were going to do something wrong . . . like we were judging rather than coaching. [I'd say,] “This is how you do it.” And she'd be like, “Did I say it right? Did I move the toy right?”*
- *They were being judged and now they're not.*
- *[Now, the parents feel] there's no judgment or testing.*



Teacher Perspectives

- *The hardest part was having the confidence to tell the parents that they were going to be in charge, and letting go because I like to be in charge.*
- *It was a big hump to get over for us, to believe that we could be teaching another adult. Even though we taught student teachers, we just thought they have a background in what we're doing [and the parents do not].*



Using Daily Routine Activities



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Rationale for Using Routine Activities

- Opportunities occur naturally/without planning
- Opportunities for repetition occur naturally
- Parents/Caregivers have opportunities to think about and practice engaging their children
 - vocabulary
 - language
 - management of materials



Routine Activities

- Caring for the child:
 - Changing the child's diaper
 - Getting the child dressed/undressed
 - Feeding the child/mealtime
 - Brushing the child's teeth
- In the home:
 - Washing dishes
 - Loading/Unloading the dishwasher
 - Doing the laundry



Goals for the Child

- Making eye contact
- Joint attention
- Vocalizing
- Engaging in the activity
- Maintaining attention to task
- Responding to parent/caregiver
- Asking questions



Goals for the Parent

- Positioning
- Using appropriate volume and rate of speech
- Labeling items
- Making talk meaningful
- Managing behavior
- Expecting the child to vocalize/talk
- Using Listening and Spoken Language strategies
- Using appropriate language
- Providing positive reinforcement



Explanation of Activity

- 6 people at a table
- 2 sets of materials at each table
 - Split into two groups of 3
- The task is to think of/create two different activities for each set of materials
- For each activity the task is to write language and vocabulary :

Extra materials will be available for enhancement



Working Group Activity: Materials

- Milk Jugs and Cans
- Plastic Bottles and Formula Containers
- Egg cartons and Puff Containers
- Tissue Boxes and
Paper Towel/Wrapping Paper Rolls
- Boxes and Toilet Paper Rolls
- Paper Bags



Sharing

- Description of how to use the materials provided for the two activities
- Description of the language and vocabulary to accompany the activity
- Ideas from others
 - For other activities
 - For additional language and vocabulary
- Ideas from Betsy and Tabitha



BREAK



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Working Group Activity: Reminders

- The task is to think of/create two different activities for each set of materials
- For each activity the task is to write language and vocabulary:

*A variety of extra materials are available
for enhancing your activity*



Sharing Activities



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Milk Jugs



Intentional By Grace.com

https://intentionalbygrace.com/12-indoor-toddler-activities-12-18-months/#_a5y_p=2143461



<http://momwithaprep.wordpress.com/2013/04/25/10-off-grid-backyard-games-for-your-family/>



Cans



<https://www.pinterest.com/pin/433893745352342836/>

<https://www.bing.com/images/search?view=detailV2&id=46F026F1C8ABE1F8504CC63A005B9DB8F32B9235&thid=OIP.R4ryXkpirGcwYsWxGWMBKwHaE6&mediaurl=http%3A%2F%2Fwww.kixcereal.com%2Fwp-content%2Fuploads%2F2014%2F04%2FDrum-Finishing-Touches.jpg&exph=531&expw=800&q=coffee+can+drum+for+kids&selectedindex=71&ajaxhist=0&vt=0>



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Plastic Bottles



<https://www.pinterest.com/pin/433893745352303019/>



Dirt and Boogers

<http://www.dirtandboogers.com/2013/09/discovery-bottles-for-baby/>



<http://www.allkidsnetwork.com/crafts/summer/beach-shaker-bottle.asp?crlt.pid=camp.B1u2rcIcnx07>



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Formula Containers



<http://savingslifestyle.com/2012/08/recycle-baby-formula-can-as-a-cute-storage-container/>



<http://kimberlyfarmermommyhood.blogspot.ca/2012/05/from-formula-storage-to-princess.html>



<http://www.criandocomapego.com/brinquedos-sensoriais-com-caixa-de-lenco-umedecido/>



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Egg Cartons



EGG CARTON
Building Blocks



thepinterestedparent.com



<http://wildflowerramblings.com/homeschooling/egg-carton-counting/>



<http://nurturestore.co.uk/egg-carton-treasure-box>



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Puff Containers



<https://www.pinterest.com/pin/230457705919883912/>



<https://www.pinterest.com/pin/419397784034764864/>



<https://i.pinimg.com/originals/84/0d/a8/840da8ee78491549e560054f06e063ae.jpg>



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Tissue Boxes



<https://creativdreamers.wordpress.com/2012/03/30/diy-musical-instruments-for-kids/>



<http://minervashand.wordpress.com/2011/07/29/impromptu-building-blocks/>



<http://zoltoyalonik.blogspot.com/2011/08/dinozaury-zabawy.html>
<https://i.pinimg.com/564x/67/3d/52/673d529174ae8e36726224ecc39b1f2a.jpg>



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Paper Towel Rolls and Wrapping Paper Rolls



[http://www.womansday.com/
home/crafts-projects/how-to/
g2830/indoor-activities-for-kids
/?slide=19](http://www.womansday.com/home/crafts-projects/how-to/g2830/indoor-activities-for-kids/?slide=19)



[http://a-happy-wanderer.blogspot
.com/2011/08/ball-maze.html](http://a-happy-wanderer.blogspot.com/2011/08/ball-maze.html)



[Rolls\[http://frugalfun
4boys.com/2013/
07/07/diy-rainstick
-toy-for-
sensory-play/\]\(http://frugalfun4boys.com/2013/07/07/diy-rainstick-toy-for-sensory-play/\)](http://frugalfun4boys.com/2013/07/07/diy-rainstick-toy-for-sensory-play/)



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Boxes



<https://www.flickr.com/photos/44068722@N06/4849010001/>



<http://www.theimaginationtree.com/2013/03/count-and-sort-posting-box-maths-game.html>

Early Learning: {Mystery Box}



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Toilet Paper Rolls



**DIY Toilet
Paper Roll
Blocks**

swoodsonsays.com

<https://www.pinterest.com/pin/433893745352302977/>

<https://swoodsonsays.com/diy-recycled-toilet-paper-roll-building-blocks/>



EngineerMommy.com

<http://engineermommy.com/wp-content/uploads/2014/07/diy-bubble-snake-04.jpg>



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Paper Bags



<http://2.bp.blogspot.com/-FxCiClOgtKk/UcVhq8AI99I/AAAAAAAAoZg/vJAuCbG2IOs/s1600/Post1.jpg>



https://www.google.com/url?sa=i&url=https%3A%2F%2Fhandsonaswegrow.com%2Fpaper-bag-mask%2F&psig=AOvVaw2jpV_9pMtkQqVhmZnZ5h5e&ust=1583555646639000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCliKgd2ChegCFQAAAAAdAAAAABAA



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Summary

- Consider including parents/caregivers in the planning
- Consider making the parents/caregivers responsible for choosing the activities
- Consider selecting learning objectives with the parents/caregivers
- Consider leaving your toys at the office



Take Home Message

What is one aspect
of your practice that you
will consider changing
to make it more meaningful
to the parents/caregivers
and families
with whom you work?



Contact Information

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