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INTERVENTION MEETING

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NO HOLDING BACK: PROVIDING RESOURCES FOR THE WHOLE FAMILY

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>>: Hi, and welcome.

Welcome to No Holding Back. My name is Joanna. I'm the room moderator. I will be up on this side but for now I will turn it over.

Hello everybody. I'm Stephanie Carson, I'm the Student Engagement Coordinator for RMDS. Rocky Mountain Deaf School.

I am the toddler program coordinator and that is the favorite part of my job.

>>: Hello everybody, my name is Jeni Jackerson. I'm an ASL resource ‑‑ I basically work on those for our toddler program as well. How many are there are educators? Parents? Any parents in the audience?

>>: Oh, a will the.

>>: And other providers ‑‑ and other providers. We wanted to get a feel for who is in our audience so we could accommodate to your expectations for this presentation.

>>: When we go through the PowerPoint, we will actually hand out some information. It's kind of a summary of our PowerPoint and it will answer any questions that you may have.

>>: Where is our room moderator. Having a hard time with the PowerPoint? Oh, we're good.

>>: Okay. We have the toddler program at our location at RMDS and that's birth to 3 years old. Families, siblings are all welcome to participate in our toddler program. And it happens on a monthly basis. Location will change and anyone's free to join where we provide resources, support, interaction, at no costs at different places during the month.

>>: The reason why we set up this program is that we really feel like families are really crucial, especially for a child ages zero to three before they head into the school systems. And that's an important time for language acquisitions too and we want to make sure parents are involved and they have the resources they need so that their child can eventually have the expected growth that they need.

We host this at different places. Museums, parks, gyms. We want to see the children get different experiences out there in the world. Or toddler program are some up north and out south. Some families are very far in rural areas and some are north and south. So we want to accommodate those families that they can attend those monthly events.

>>: People who are involved with the program, as Stephanie mentioned, myself as well as Stephanie and we also have individuals who are hearing so that they're able to interact with the parents if they don't know sign. We have different ways of being able to interact with those individuals whether they do sign or use English.

>>: Our program is really strictly structured, but, of course, it does depend on location and family needs and all those things that we just ‑‑ things we just talked about. We model to the parents how we interact with the children, how they can develop that language, how they learn those signs, so we model that and that's a great place to be able to do it and for the parents to see that first hand.

>>: And we often hand out a parent survey two or three times a year to get a pulse on where the parents are, what we need for the toddler program and where we can hold different locations and that accommodates needs within those families.

>>: We do a lot of ASL story time as well. Most families think, how am I going to read to my two years old. They're too young. But we do read aloud with ASL. So the parents can catch and they might be learning some new signs and figured out strategies of how to do that read aloud in sign with their children. So we take turns modeling and then letting the parent do it.

>>: So our story time is in ASL and we have it in spoken English simultaneously. So they get the benefit of both. Seeing that ASL and then whoever has auditory access is able to access that story as well. So they all feel included within the toddler program.

>>: Great.

>>: As far as resources we Roy during those monthly events, we have quite a few resources actually and as far as ASL development and what it looks like on a monthly basis or an annual basis for that child before they head into school, we really focus on that, really trying to have exposure for those children and different levels of sign language depending on the age of that child whether they be 1, 2, or 3.

>>: And parents receive materials free of cost. So our materials typically will be research‑based through VL2, the visual language, and some fingerspelling programs that we have adapted to apply to this program. So they can get ‑‑

>>: So parents can understand what the expectations for learning a visual language looks like. So we have those in place for them.

Now, families are always asking for these types of materials, and you can see that we've made all sorts of things here. So we have a theme for each month. Maybe it will be colors, or it will be animals or shapes. So, you know, typically what those signs are that a child might be learning and that's age appropriate for that child we will pick themes based on that. So we have the actual words in English plus a picture and we're using ASL as well. Often times the parents really want to bring those home and practice with their child, so we have all sorts of different things. We have emotions and different signs that fit with that. Movement. We include movement actually in our picture so ice cream so that it's not a stationary picture but they understand what the movement looks like. We have videos as well that actually go along with these materials that the parents can use.

>>: We also make sure that the materials are accessible for very young children and safe for birth to three years old. So as you can see the manipulatives we have here are very safe for toddlers and younger to play with and make it accessible for all children and families. The parents typically really love these resources and want more, and that's an opportunity for them to start learning communication and having that access at home.

>>: And most of the time the deaf children and their siblings actually love playing with these different cards. They bring it to school. They bring it home. They typically have it with them at all times or maybe it will be on their iPad so this is really great. Families are always asking for these resources.

>>: It's one of our popular products. Unfortunately we don't make them, but parents who ask, we typically ‑‑ parent will come and say hey come to our program. Get some materials. Things are available at no cost every month.

>>: And, of course, our children love technology and as you all know, children love iPads, tablets, you name it. We have made YouTube videos that are accessible from anywhere. We have storytelling. We have ASL vocabulary in sign. We have also ASL sort of rhythm and chants that we use and we'll give examples of those.

We are using the expectation of child‑appropriate language. Maybe the child may not fully understand what's being said but they're acquiring that language, so we do not accommodate based on age. We also do stories with fingerspelling because we feel like that's highly Ben fiction, and if they ‑‑ beneficial but we say if you don't know the word, fingerspell it.

>>: This book up here, good night gorilla, we have a voiceover that is explaining what's being signed at the same time, and then we actually have the option of not having a voiceover if that's what the parent prefers.

>>: Just for the toddler program we've shown this video. It's beautiful to watch. Children and their families really get into this video and are able to practice that at home and the families need the time to practice. They know how to apply it at home and practice with their child because it's been modeled. They've an opportunity to do that at home, and that's presented at the toddler program.

>>: I'm going to show you just a couple of examples of what we've been talking about. ASL story telling. Typically we follow the books and all of the pictures. So we actually sign it ‑‑ let them look at the book and then show it in ASL so they're actually able to take those pictures and match them with the signs.

>>: And so the ‑‑ guess what we saw. It was an elephant with a long trunk and big tusks. And then there was a ball there and there was toys and the elephant just sat down and then the police gorilla looked over and said, good night, elephant. So it includes clarifiers and vocabulary and sequencing and planning. There's a lot of reputation so the child can understand what's going on. They can make that connection with the ASL signs to the pictures in the book.

>>: You as an audience can access those videos. We have about over 25 videos in our toddler website. Or RMDS.co. Feel free to use it in the classroom. Take advantage of that tool. It is available to all of you.

>>: Now, let's talk a little bit about what ASL vocabulary looks like. We have this background picture. Kids obviously love to see that to grab their attention to have a great background. You can see here that I'm signing friend at a normal speed and then at a slower speed and then back again to a normal speed with the picture in the background as well as the English word spelled out. So you have all three of those there linguistically.

>>: And we just added the new feature of slowing down and real time speed for the vocabulary. Some parents were commenting on how it was too fast. So we've created a slower pace so the parents are able to practice themselves and acquire those signs.

>>: In the toddler program we really use this. And then they end up watching the video afterwards and they're able to catch a lot of the signs whether it be siblings or grandparents they're asking for this and they can say friend, play, and they have that vocabulary because they watch this video and they're able to make those connections.

>>: And we pick vocabulary based on the family and their need and what they're requesting. So we're able to fill in those with that.

>>: No ASL rhythm and chants, I mean, kids just love this! And they are able to acquire this pretty fast. We often use a drum in the classroom, and there's a pattern the children are able to catch on to.

>>: And children love this just FYI.

>>: So snow, snow, cold. Gloves, gloves, warm.

Snow, snow, cold. Fire, fire, warm.

Snow, snow, cold.

So you see that repetition that's there, and it's just so cool because they're able to follow that and that's how children can acquire language from that pattern sequencing.

>>: And children absolutely love this. We hear again, again. I want to see it again. It's very animated and visual. So they make the connection with those pictures, toddler, younger don't have that connection made yet. So we like to provide that visual aspect as well as the sign language.

>>: And oftentimes in the morning at school we say good morning, good morning. Breakfast now or eat, eat. Full. So we have that reputation as a daily routine and maybe the child has not acquired language and they kind of Bob their head with that rhythm and they're taking in the information visually even if they don't necessarily know what the specific sign means.

And this is a great technology as well. We use this book in regards to the QR code. Let me pull out an example. If you see that QR code at the bottom, if you're not sure where to find the book, you can actually get this scanned and it will pop right up.

>>: Through your iPhone, if you use the camera, it will scan and send a link to that book in the matching video. So it's on the back. It's connected to the video. It's here on the front, and it's ‑‑ a connection. Tips, activities, ideas to do with any specific book that you can apply at home and in that environment. It's very cool. Parents love that resource and that support at home.

>>: And not just in regards to literacy, but you were doing physical movements as well with these type of things so we're using our mind and body. Of course, we use tips that are not just linguistically related but really more of a holistic approach.

>>: So, yeah. This is the QR code and it directly connects you to the link of that video. So you can see here ...

>>: Like I mentioned previously, we do hand out books in our toddler program so children have the opportunity to interact with the book itself and the technology. So they know how to use the iPhone and tablets, so we want them to be able to access it themselves anytime at home. So it's a really great tool to have.

>>: And now this is another great technology, a tool that we love. It used to be called Urasma but now it's call HP reveal. Basically you have all of the pages set up in order and you download this app and for each page you'll have signs that go along with it. So you'll have direct access to the video, and there's a lot of vocabulary like gorilla say, for example, and then the picture will show up of that specific page relating to that book.

>>: Show you an example here.

It is so interactive. It's a wonderful way for kids to just do things on their own. If you parents are busy, they can just take over and do it anywhere, whether it be through a phone or iPad or any sort of technology like that.

>>: And at the same time it provides access to those young kiddos that they have the book. They'll flip it open, but then they have the video going along with it as the pages are turning. And so from that birth to three years old group, it really fits well with them.

>>: Our toddler program is a busy time. We approach with language acquisition. This is limited here in our listing on the PowerPoint, but we have various topics and ideas that we can use at the school, for conferences, all sorts of resources. Parents really crave that information, and so it's all research‑based information, all the topics and again it's from birth to three.

>>: And we often bring in guests as well. Deaf adult role models, parents who've experience this is certain fields and those are really the best people to bring in for those workshops because it's really nice to hear from other parents and other families thinking oh, wow! This deaf person is able to do that. That means that my child can too. So to have that experience is really great. Here are some topics up here that we've had through our family education events.

This year RMDS received a grant to support our toddler program that is in addition this year and that's our home visits that we provide two times a year for our families. Or toddler program as I mentioned is a very busy time slot so we can't meet everyone's needs during that time so we have this home visit where we have another coordinator come that the home, provide support, how to use the different resources available, the technology, any burning questions the families may have, and the famous love that option. We did our first home visit in December. It was very successful, and we have been able to visit various homes, meet various needs, cover various topics and we get one‑on‑one time with that child and how those parents and families can work with their child and also our toddler program. It's a very wonderful tool to have and provide for our families.

>>: And it's a great way to have deaf adults come into the house to really model for that family. Maybe the family is not comfortable asking questions, and so they could just model it in that home environment. We provide the resources within they're there and maybe the parents don't know how to use those resources, so we interact with the child. They're able to watch firsthand and I think that's a really valuable part of this process.

>>: If you're interested in hosting a home visit for your program, there are some ideas here on what they should look like. I mention that you go in, and it can vary what happens in that home visit. Sometimes it's focused on the child. Sometimes it's question‑led. And so this was kind of a brief list of what it should look like and what to expect.

My goal in the toddler program is to be a neutral resource. Provide various perspectives, various resources. Parents will often ask what do you think and I will support them with a neutral view. These are your options and this is what you can do at home and parents want those ideas, crave the different perspectives and how they can work with their child.

>>: And, of course, families are making tough decisions during that critical time of age zero to three as far as where to place their child education wise and that sort of thing. And so it's really nice for them to be able to have this opportunity to acquire these certain things before they head into the school system.

>>: Every family's needs and expectations are very individual and different, and so giving them the most honest information in a neutral capacity to be able to benefit their child.

>>: During home visits, we give families a packet of information and resources, picture of the toddler program. We've made ‑‑ put in frames and so forth so they're able to connect with that program as they grow and look back on how that impacted their families and child. We want to support them through this process, and so just giving them a variety of ASL, lab, information, resources, the packet is packed full of things. So our next home visit is in April. It will look different in the fall. We're trying to accommodate and adjust based on what parents are wanting and needing, and so that packet will look different from time to time.

>>: Great. So feel free to check out our website. We have Instagram. Facebook, YouTube for more information and resources. It's wonderful for families and children to be able to access this information and use it for language acquisition.

>>: And don't forget to stop by our booth. We have more resources there. We encourage you to stop by and play with those manipulatives and look at our iPad and programming to feel comfortable with those resources. Feel free to stop by.

>>: Any questions. It looks like we have two minutes. Any questions that any of you would like to ask. Yes, in the back there.

>>: [away from mic]

>>: That's a very good question. We schedule the toddler program and to be honest it's not easy. We check the Colorado for the school, they have an early intervention program. Theirselves happens on the Friday. The Children's Hospital event is happening as well. So we want to make sure we're not overlapping with those events. So I encourage you to find out your state's programming, birth to toddler programming, because not all of them are the same and we want to give the parents that opportunity. So we try to follow our school's schedule and our programs are typically from 9:30 to 11:30. So the parents know that the time is always the same. Whether it falls on a specific day or a specific date will vary.

>>: And if we're hosting it at a really cool place whether it be the children's museum or something like that, we're trying to get the parents to come. It's free admission and so that's really nice to do it in that way too depending on where you're hosting it.

>>: And every month it's grown. We've seen a growth ‑‑ a few weeks ago at the aquarium is where we hosted it, and that was the largest one we've hosted yet. Our ‑‑ basically we put our schedule out there to fit what the need is. So make sure it is not in conflict with other events. That's a great question. Thank you.

>>: Yeah thank you all so much.

>>: Thank you for coming too. Have a wonderful conference.