REALTIME FILE

EHDI 2019

HEATHROW AB – SESSION 6

USING ASSESSMENTS AND DOCUMENTATION TO GUIDE NATURAL LANGUAGE OPPORTUNITIES FOR BILINGUAL CHILDREN BIRTH TO 3 WHO ARE DEAF AND HARD OF HEARING AND THEIR FAMILIES

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>> SARAH HONIGFELD: Hey, everybody. Hello, hello, hello. I need more hands. Thank you so much. I know it's difficult in the afternoon. It's kind of the afternoon slump. We can do it. We can make it through. Stay with me.

Hi. I am Sarah Honigfeld. I'm from Massachusetts. I work at the Learning Center, Infant Program Coordinator. I run Early Intervention Services For Deaf And Hard Of Hearing, deaf families, hearing families I work with all of them and I love it.

>> KAREN WINDHORN: Hi. My name is Karen Windhorn. I used to work at the Learning Center for seven years. I taught at the ECC, 3 and 4‑year‑olds. Then I moved to Rochester, New York. And I taught birth to 3 because birth to 5, I had experienced all of those ages. Now I'm the Director of Early Childhood program at Rochester School for the Deaf.

>> SARAH HONIGFELD: I know this room is not ideal for signing. Both of us are directionally challenged in height. So if you can't see us, bring it a little bit closer. We don't smell. We promise.

Please be patient. If you can't see, hold your questions to the end. We're going to try to get through this as fast as we can and leave about five and hopefully seven minutes at the end for questions. So please hold your questions until the end. Thank you.

Here is our plan.

>> KAREN WINDHORN: No one warned me about tripping over that thing. You need to worn me.

>> SARAH HONIGFELD: We have three objectives to talk about natural language learning opportunities and give you examples. We have some videos and pictures. That will be fun for you to watch. We're going to talk about how you can assess natural language and what that looks like and actually how you document it. We have various tools from our program that we will be sharing with you to give you an idea. And hopefully you can bring them back to your home states. We want you to feel like this is something you can do and incorporate into your program. Ok?

>> KAREN WINDHORN: All righty. So natural language opportunities, what does that mean to everybody? Yesterday there was a presenter who explained natural is just what happens ‑‑ it doesn't happen in a box. Natural language can't happen in a box. It happens out in the world, in the environment, in the every day, every minute of your life. Children speak. Children deaf and hard of hearing, doesn't matter. They need the opportunity to be developing language at every moment of their lives. So how does that happen? It happens through fun interactive experiences.

We know that brain structure loves repetition. So it's important to use language during all of those everyday opportunities, bath time, dinnertime, reading stories every night, even changing of diaper time. It's so important that those are all language opportunities.

>> SARAH HONIGFELD: How many of you have children at home?

So this is a little bit funny. If you look at the pie graph, it represents a 1‑year‑old child, or 12‑month‑old child, one week of waking hours. It's 84 hours. How many of you think that your child was awake for the whole 84 hours during the week? I think it's a little exaggerated, but for the presentation that's what we're presenting, 84 hours of awake time for a 1‑year‑old in a one‑week period.

How often do I come to their home or you come to the center? About one hour a week. That's it, out of the full 84 hours of awake time.

So the blue area represents the time that EI individuals aren't there. Does that mean you're not working on language? Do you think you just wait for that one hour you're with an early interventionist? Absolutely not. Language can happen all day long. There are no limits. And the EI specialist doesn't have to be there to specifically teach the language. Exposure to language can happen at any time during the day.

The early interventionist is there to support the family -- I'm going to let the interpreter catch up with me -- not to focus on language instruction but to work with the family. We're there to coach the family on what they can do while we're not there because the family is with the baby during the blue times, the 83 hours of the week that the child is awake. And we take advantage of the one hour we have with them to talk to them about how to make language more available to them during their waking hours.

>> KAREN WINDHORN: We know that language happens everywhere. For example, a boy's first time on the swing, alone without mom or dad right there holding on to him. That's important. Even if you don't know the sign for swing, that's not enough to just sign a single word. You need to explain: Oh, look at you on the swing! You're all alone for the first time. Mommy's so proud.

You know that expanded language, that opportunity for turn taking and expansion. That's how you can ‑‑ that's language explosion.

Here we have an 8‑month‑old. The first time he's sitting by himself with that teething toy. He grabbed something. It's important that you have that conversation. Oh, look at you sitting. Do you feel the grass all around you? Did you touch it? How does it feel? Do you feel the breeze? That exposure to that turn taking language.

Here we have the first time the baby tastes applesauce. Yes, it's important to say: Look at that, you're eating applesauce. But not just the applesauce. Are you ready to try something new? Oh, you didn't like it. Oh, my goodness. Try again. It's that turn‑taking language, exposure over and over again.

Now, we have an example ‑‑ we have two videos. Both groups of the children are 2 years old. Parents are hearing in one group and the child is deaf. And the parents decided they wanted to try to learn ASL. So what happened? The two of us went into their home. The one on the left would be the family I dealt with. The one on right is hers. This is the first time during a meal time. The parents decided we really want to focus on only ASL during a meal. So we practiced and we worked on not just the vocabulary but the turn taking, explaining the food, all of the kinds of stuff that goes into natural conversation so the child could have full access to what was going on in meal time.

And I will voice interpret this because I know what they're signing. It's pretty hard for a new interpreter who has never met the kid to read a 2‑year‑old as they sign. So I'm going to provide the voice of the soundtrack.

>> They told me, please eat and chew your food.

>> KAREN WINDHORN: And the boy said, "Chew, chew, chew, chew." It's kind of frozen. We'll try it again.

>> Please, eat and chew.

>> KAREN WINDHORN: Chew, chew, chew.

>> Chocolate.

>> KAREN WINDHORN: Ok. We had a technical issue. Don't worry about it. It's fine.

The girl is signing: You want chocolate? But she really means I want chocolate. But she's -- her mom at home always saying, “You want chocolate?” So she applied to herself you want chocolate showing she understood the importance of the language. She understood the sign. If I sign it, I'll get something.

Also, we noticed that the boy saw ‑‑ he's obviously seen his mother signing you need to chew your food and not spit it out. So he signed "Chew, chew, chew." That's powerful language for those 2‑year‑olds to have.

Also, we noticed that children learn well when their bodies are active and they're doing something. But oftentimes we notice that when there's sensory ‑‑ a sensory situation happens, the parents just watch. We would get in there and get involved and start explaining. We try to help the parents figure out how to get that language all around that situation.

Here's the girl who is playing ‑‑ to cook for the first time. She's being creative. She's stirring. So they're taking turns. Playing with the foil for the first time. And the mom is crumpling it up. And asking questions about it and talking about it.

Here's a little boy seeing his shadow for the very first time that he noticed it. So he's playing with his dad with the shadow. Dad's, you know, where's dad? Where's Will? In the shadow. They played that for a while.

>> SARAH HONIGFELD: Did you notice the early interventionist isn't there? This isn't happening on a stage where I visit with my bag and I set up everything perfectly. These are all spontaneous language opportunities. Let's do this. Let's play with foil. So there's no early intervention structure. It's just opportunities to expose the child to language.

>> KAREN WINDHORN: Now, my favorite is playing with the paint. These children playing with paint. The kids have paint all over them. But at the same time, we're talking about the color identification. We're talking about you painted your hair. You painted your hands. You painted your nose. They can feel the bubble wrap, playing with that. Look at those bubbles. We never had to have a discussion to teach that stuff. It all was through the natural exposure in the environment.

>> SARAH HONIGFELD: How many of you have seen a sensory table? So, many of you are familiar with them. They are fairly standard. But it's not just a table to put something there and let kids play with or enjoy. You can create the world in that table. What are outside things that the child is exposed to? You can recreate the experience for them in the sensory table.

So this is what we did here. In the first picture, we created a farm in the sensory table. We had grass, chocolate powder to make mud. We had hay. And we let the kids play and get dirty and practicing feeding the animals. We used Cheerios and we had the kids feeding the animals. They watered around the animal. They washed the animals so we created the experience in the sensory table. And all while this was happening, we were providing language to everything that they were doing. Not just there's a pig, there's a cow. It was: Ah, man, you're getting wet. Are you going to dry yourself off now?

And when the child goes to a farm now that they've had this experience, they can make the connections with the language that they learned through this activity at the sensory table. They can make those connections out in the real world.

Then we have fall leaves. We talked about the fall leaves. And when they go out in the real world they can remember that they learned about that. We want to make sure that external experience that this child is going to have are replicated in the classroom and we provide language for it.

Another way that you can expose children to natural language opportunities. There's research that shows that the brain recognizes patterns. So if there's a specific sound or a specific sign that becomes a word and the word becomes a sentence. So the patterns and language, I don't need to explain it all to you. But the point is that rhymes and rhythm provide that patternization. Children will get and remember what they learn when it follows a pattern.

So we have four examples to show you of different ways that we incorporate rhymes and rhythm in our program. It's not just to practice vocabulary. We use it to practice turn taking, about waiting until your name is called, practicing hand shapes, doing word play, not just for vocabulary learning. There are many different applications for rhythm and rhyme.

So click on the arrow.

>> KAREN WINDHORN: We're tapping on the table. Who is here? Who is here? Lucas is here.

>> SARAH HONIGFELD: So we did the pounding on its table for the rhythm and the repetition. Who is here? Who is here?

>> ¶ Emily, Emily, what do we do?

We play and play.

Play and play ¶

>> SARAH HONIGFELD: I'll turn so you can see the video the right way. Pause that one.

So what was most important with that second song individually is because we were encouraging the children to get comfortable with role shifting. So new signers typically don't shift their body. We want the experience of signing to be a full body experience. So we are signing and we're moving our bodies in a way that's natural in language use. And we include facial expression as well, all in a rhythmic pattern.

>> KAREN WINDHORN: We have two more hand clapping examples. ASL rhymes. We notice that hearing children often in preschools, they have a cleanup song, they have a time to go home song, and that really helps the children develop predictive language, develop a working memory skills. So we wanted to replicate that in ASL.

I'm going to show you the time to clean up ASL song we developed and the time to go home signs we developed. What we noticed is after we practice this every day, they learn themselves. They were starting to apply that language outside of in a situation. I'm going to clean up. They would say to my friends, "Clean up, clean up, clean up." "Pack up your stuff." They would start making up their own ASL rhymes. At home they would say, Ba, Ba, Ba, me, me, me. They were starting to apply that strategy of making it a pattern.

>> Clean. Clean. Put. Put. Put. Leave. Leave. Put, put, put. Clean. It's time to go. Go. It's time to leave. Leave.

>> KAREN WINDHORN: Really, this one shows the different signs for going home. You could sign go, go. You can leave, leave. You can take off, take off. So the students see different ways to sign that same idea of leaving a space.

>> SARAH HONIGFELD: Maybe in the interest of time we'll skip this. It was a really fun project. I think that you would understand the natural language opportunity that we could incorporate using this and how you could incorporate it in daily life. So just in the interest of time I think we'll move forward.

Ok. So some of you know there are examples of natural language opportunities but how do you assess that? So there is the VCSL, Visual Communication and Sign Language Checklist. We use the VCSL from children birth to 5 who are deaf and hard of hearing and use American Sign Language or visual communication. You have to be NASLECE certified before you can administer the assessment.

And again, the point of today's presentation is not to go deeply into assessments but that language, if natural exposure to language happens on a daily basis, the assessment will show that the child is developing. And you can see where areas they might be struggling that you can work through. If they're progressing as normal, then you can see what's next.

So you can see in this green box here on the assessment that's where the child is still working on their language. So once the assessment is finished, I know where their weak areas are, where the next steps are, and I can move forward to developing a language plan to support the child's progression in their language development.

My program does a profile for each child. We have video documentation of a language sample. We do assessments. And we also write a complete comprehensive report to describe the birth history, assessment reports, what we recommend for language progression and so on.

Using all of that information we then sit with the family and we come up with a Family Language Plan. This is not my idea. I borrowed it from Bobby Joe Kline. In 1915 it was developed. And I loved it so much ‑‑ 2015 ‑‑ I said 19. 2015 it was developed. No, interpreter, not 1915. The interpreter made an error. 2015 it was developed. I loved it so much that I brought it into my program. It identifies daily routines with the family. What do you want to work on as a family? What language would you like to apply, spoken language, sign language?

One of my families is from India. And the family speaks [Indiscernible]. I don't know if the interpreter pronounced that right but if they want to incorporate that as a spoken language and sign, we can identify daily routines, talking with grandma, stories before bedtime with parents, changing of clothes after the child wakes up. You have to have all of the information, assessments, natural language opportunities prior to developing the Family Language Plan.

>> KAREN WINDHORN: My favorite documentation strategy is learning stories. I'll explain a little bit. These can happen with a teacher, with a Deaf mentor, with an SLP, or with the parents. When I'm observing a child, what do I do? When they're done and then you go back and reflect and then you decide what you're going to do next.

So an example might be a boy went to a museum with his mom. They go into the museum. They had a fun make- believe food store. So he was doing his shopping with a cart. He started putting stuff in the cart. He's naming the items. He signs apple, bread. Then he looks up at his mom and said, "Where's the milk?" Mom said, "Milk's over there." So he went around and got the milk.

So my reflection after I sat down with that mom was, What did you notice? A lot happened because of his background knowledge of everything he eats at home. He knew apple. He started using two questions, milk where. He started following directions. That's rich information to have.

So now what do we do? How do we tie that to the language plan or bring the language in? So mom's idea was maybe she could start ASL program with food. She could make a song with food, apple, apple, you know.; that he learns best when he's moving. We can't always just sit and chat but if we're moving and doing a little song and dance thing. Also, we needed to try cooking at home maybe. Maybe he would be interested in that to help us figure out what we could do next collaboratively.

>> SARAH HONIGFELD: We have a handout that talks about the rest of the documentation tools that we use. They're pretty standard. Home visit documentation. We have Instagram that we use to show different language samples and what Deaf culture is, how to get attention in Deaf culture. So we share that with families, too.

We're out of time. If you have any questions, I guess now would be the time to ask. We have one minute for questions. We can meet you out in the hall ‑‑ oh, we don't have any time. Ok. The handouts are up here at the front. Please feel free to take one. It has a lot of information about what we presented on today.

Thank you so much.

And the handout is also online, too, if you don't want to grab a physical copy.