>> SPEAKER: Good morning, everyone. Thank you for being here. My name is Fallon, and I am the room moderator here for today's session. I'll be sitting right here at that table, in case you need anything or, um, have any requests or any interpretive services are needed that are not already provided. Just come and find me, and I should be able to help you out or direct you to who can. We'll go ahead and get started with everything today, and I will pass the mic on to, um, Ms. Betsy.

>> SPEAKER: Good morning. So, I, I don't know where that came from. I am, um, Betsy Moog Brooks, and I am the, my title is Executive Director at the Moog Center for Deaf Education in St. Louis. However, whatever the image is in your head of what an Executive Director does, I do that in the evening, usually between, um, you know, 6:00 and midnight, because my, although that's my day job, I always say, I can never get my day job done. So, I spend about 20 percent of my time actually still providing direct service to families and children, which is not what most Executive Directors do, but it is the place where I get the greatest joy, so I do that, so that it allows me to do all those other things that Executive Directors have to do that aren't any fun. Um, I'm also heavily involved in several research projects, and I do a lot of, um, writing and creating of various assorted things that also happen outside of my day job. My day job is mostly putting out fires and helping people do things that aren't in my job description. So, um, I love this EHDI conference, I've been coming since, not the very beginning, but the very beginning the second year and, um, I was at the EHDI conference three years ago, when the world shut down and we made it to the end of the EHDI conference before it really imploded. So, it's really nice to be back and to be able to work with, um, a live audience again. When you're doing a virtual session, for those of you who don't do them, you are literally talking to your computer screen, and it gets really old, really fast. So, three years of that has been semi-exhausting. Um, I, just as a little bit of background, I am, by default, in deaf education. This is not what my career path was. I've been in the field, I'm finishing my 40th year. I started when I was, like, 17. Um, so, I am finishing my 40th year, um, as a professional, so I have a lot of experience. I've been doing parent education since, for about 35 of those 40 years. I didn't do it at the very beginning, but, then, when I had my first child and was working, sort of, part-time, that brought me over to that. Um, I was, my undergrad was in sociology. I wanted to work, um, you're going to crack up at this, I wanted to go into the prison system and work with adult men and rehabilitate them. That is clearly the mind of a young, 19-year-old, who thinks that she can save the world. So, um, the reason for that is because my real love is trying to understand why people do the things they do and, then, how to modify that behavior, which fits in really nicely with coaching. Um, so, I, because I didn't go into the prison system, I did go into a juvenile detention center, and I worked for six years with juveniles who, about half of them needed to be in a juvenile detention center, and the other half, it just was the times, it was the, um, late 70s and early 80s, when some of you were not yet born, and I was, um, I was a really good probation and parole officer, and I worked really hard with the children, which was really different than my colleagues, which is why I didn't take that path. So, at that time, you didn't have to have a college degree to be a probation and parole officer and, when I would arrive at work, I would do a day of school, I would teach school and, then, of course, you don't make enough money when you teach school, so you have to have a night job, so I would work from, I would take the 3:00 to 11:00 shift but show up at 4:00 and work 4:00 to 11:00 in the juvenile detention center, and when I would arrive, there would be a sign on the door to the office that said talk to the person on the next shift. So, that was, sort of, the mentality, and I just wasn't going to do that. So, when I got pregnant with my first child, I was the only female who had not yet been assaulted, so my husband said you cannot work there anymore. So, I was there for six years and, then, it gets worse, I left there and spent six years on a suicide hotline. So, that, honestly, is, probably, where I got my best training of all, because anyone who calls a suicide hotline, even if they're not going to try to commit suicide or thinking about it, they're in a crisis, and it is, the management of someone in a crisis is the management of someone in a crisis, and all of the families that we serve who have just had their child identified with a hearing loss and, I guess, I shouldn't say all, but many of the families that we serve who have, um, just found out their child has a hearing loss, they don't know anyone with a hearing loss, they don't know anything about hearing loss, um, you know, the statistics show between 90 and 95 percent of families have children with hearing loss, those parents are hearing and, so, honest to goodness, the skills that I learned, what would that have been, like, 30 something years ago, doing crisis intervention are the exact same skills that I'm teaching people today. I really learned, that is really where I learned those skills and, just so that you know, it was not as glorified as it seems. In the course of six years, I, probably, saved five peoples' lives, and I don't know what happened after I saved them, they could have gone on and met their demise, but while on the phone with those people, I saved five people in six years, so, it's not like it happens every day, that someone calls a suicide hotline, that you're actually saving someone's life, but what I did learn from that was how to ask the question and, um, for several families that I have served, when I have asked the question, the answer have been yes, when I've said are you thinking of hurting yourself or your child, the answer has been yes, and because I was equipped with the capacity to manage that, I was able to help them, and I don't recommend asking the question, unless you're equipped to respond to it, but it just tells you how desperate, um, people can be and how much they really need, um, help. All right, so, that is a little bit about me. How do I switch the slides? Oh, this is so interesting. This is a problem. He has put me in a view that does not allow me to see what slide is next and, so, wait, now, all of a sudden, I didn't touch anything, and that just happened. Okay, there we go. Now, it's happening. Okay, these are my learner objectives. I don't think that we need to go over them. Okay, so, here is my problem, my slides are time-stamped, and because of the way he set this up, I think if I go out of it, we're going to lose the captioning, is my problem. Here he is. So, I'm not in presenter mode and, so, I can't see my time-stamp on my next slide. I don't know what happened. It was in presenter mode before you, it was in presenter mode earlier. One moment, please. So, I was telling someone earlier this morning that, if you're as old as I am, you learned because, remember, I started doing this when there weren't computers, that you should bring everything in at least three different modes, so that when one doesn't work, you have another one. So, this is not a problem. Just, also because I'm so old, I've, literally, had times when I've been in a room, I was in a room once of over 200 people, and all the power in the building went out and, of course, we didn't have cell phones, so I couldn't light anything up, and I just raised my voice and continued talking. Like, I just said, it's fine, everyone should stay seated and, then, while they were trying to get the power back up, it was, like, mice, just running around, I was on a podium, and these men with flashlights were just scurrying about, you know, underneath, and I just kept on talking, because, of course, I had a paper copy and, somehow, I must have been able to see it. Maybe, they handed me a flashlight. Okay, so, okay, these are my learner objectives. We're going to have a really good day and learn a lot. These are my financial and non-financial disclosures. I work at the Moog Center, that's it. Okay, this is my hope for today. So, I'm hoping that, over the course of today, that you're going to leave with some new ideas. I feel confident you will leave with new ideas. My hope is that you will embrace some of those new ideas and that you'll be inspired to, um, do things a little bit differently to allow the parents with whom you work to benefit more from the service that you're providing. I'm not challenging that you're not providing a good service, what I'm challenging is the manner in which you're providing it. Is it the most effective and most efficient way for parents to receive the information and be able to do something with it? Um, then, um, I have this concept of embedded coaching, which is a little bit different. People talk about coaching, but we're going to talk very specifically about this particular technique, um, and I'm hoping that you will find it to be challenging, but exciting. So, here's what I would like you to do. I would like you to take the blue postcard, and I would like you to write down what you hope to learn, but before you do that, let me preface it with this; I can't remember what I paid for my registration, but I know it was upwards of $395 to $400-something. Okay, so, you paid that, you paid to get here, and you're paying for your hotel. There is incredible pressure on me, for the additional $75 that you paid to spend time with me today, to make sure that you get what you want out of the session. My greatest nightmare is that you will leave feeling disappointed, and I don't want that to happen, so, I would like you to, um, think about, from that perspective, that why did you spend that additional $75, what about the topic made you think that you were going to leave with $75 worth of something good, um, and, then, I'm hoping that you're going to tell me, and we're going to spend some time telling

me that, so that I can either say yes, that is going to happen today or, hmm, I'll embed that into what I say, or we should have that conversation now, so that you get your money's worth, okay? So, I'm going to give you just a few minutes to write that down and, then, we'll talk about it. Okay, I'm just going to start in the back of the room and ask someone from, or someones from each of the table to share and, remember that if you don't share, I won't know what you want, so you're taking a gamble, whether or not you'll get your money's worth.

>> SPEAKER: So, I am an SLP, and I work with preschool-age kiddos, so, just, um, which, sometimes, looks a little bit different than early intervention, so, just, um, wanting to walk away, just with a greater ability to coach and guide the families and students that I work with. Very broad.

>> SPEAKER: And do you work with the families and their child? You do? So, you do a coaching session with preschoolers? Okay, so, all the rules are the same. The other thing that I forgot to ask you is how many of you are doing your work using sign language? Okay. So, the really good news is everything that I tell you today, you just would do the exact same thing, but with sign language. There's nothing we're going to talk about today that wouldn't apply to sign language.

>> SPEAKER: Um, just techniques and ways to empower parents.

>> SPEAKER: Okay, so, that's what the whole presentation is about, so, that's perfect. So, you are definitely going to get your money's worth.

>> SPEAKER: Um, I am a teacher of the deaf, working in early intervention, and my goal is specifically for strategies to coach parents with infants. The very beginning of the journey.

>> SPEAKER: Okay, perfect. I think, yes, <you've got it right in front of you. Okay, so, one of your handouts is, what is the title? Is it titled techniques for parent support? Okay, so, there's a handout that says techniques for parent support, and that, I almost didn't give it to you and, now, I'm really glad that I did. I just couldn't decide. If we have time at the end, I will try to spend some time answering questions and giving examples of those kinds of activities. I just don't know that we will, but if we don't, then you have a piece of paper now that at least tells you the kinds of strategies that you could be working on at all of the different language levels of, um, a child.

>> SPEAKER: I love that, by the way. Thank you. Different language levels, um, because I feel like a lot of training, sometimes, is just focused on the very first start, you know, and what is that like, but, anyway, um, at the end of today, as an early interventionist working with babies and toddlers in their homes, um, with their parents, I just want to feel better about the way I provide guidance to families. I've been doing coaching awhile, and it was a hard shift for me, from a classroom teacher and, um, I, sometimes, feel like I'm, um, not criticizing families, but, you know, how do you phrase things the right way so that they still feel great about the way they parent and what they're doing, but, you know, offer guidance about things they can do better.

>> SPEAKER: Okay, so, the really good thing is I teach a counseling class at Washington University in St. Louis and, so, I spend a lot of time helping really young people with no experience, and my line is I'm going to give you some phrases that you can use that will allow you to say things that are kind of hard without being offensive and, so, one of my favorite ones is, I'm wondering if you tried this how that would work for you, so that you're not saying it would be better if you did it this way, but that's exactly what you mean and, so, in the moment, it's easier for you to say it, because you're not giving a specific instruction. So, just, I'm wondering if is a great way to start anything that you want to tell someone to do without telling them to do it and, then, a person who doesn't feel comfortable can say that, you know, that won't work for me, and you can say, oh, well, you know, if you ever choose to try it, you could let me know how that goes. You just, sort of, have to write them down and, then, carry them around with you and, you know, memorize those kinds of phrases. All right, let's go to this table.

>> SPEAKER: I did. I did. Thank you. Mine is very similar to yours, too. I'm a teacher of the deaf also, but I work in an outreach position, um, with the state of Wyoming, so I serve and support a lot of teachers and early childhood providers, but one of the questions I get a lot is just how do you, with the reflective questioning, um, how do you ask questions that actually lead to something that helps the parent? And, so, very similar.

>> SPEAKER: It's like I planted you. So, you have a handout that says open-ended questions. So, for that reflective piece, I've given you, maybe, I don't know, 20 questions that you could carry around in your backpack and start to memorize or think about. We will talk a lot about this, we're going to watch some video, um, but some of the easiest questions are what about this was the hardest for you and, then, sort of, the follow-up why, and what about this was the easiest for you, or is there anything that you did that you hope you remember to do again and again and again, or is there anything that you did that you don't ever want to do that again, and why, because, sometimes, the parents will tell you something, and you're thinking, no, that was really good, but their impression is that it wasn't good at all. I do a lot of, um, tele-therapy, so, our approach to tele-therapy is very similar to this approach to coaching. It's actually the same. So, I'm never engaging with the child. No matter how old the child is, I never engage with the child. I, most often, don't even say hello to the child. I'll say bye, but I don't even want the child to acknowledge me. My service is to the parent, who is working with the child and, so, um, during that process, I am always trying to get the parent to be reflective at the end of what went well, and greater than 75 percent of the time, if the child had any behavior during the session, the parent always says, ah, that was such a disaster, you know, he's really sleepy, he drank red kool-aid, he, you know, didn't have his chocolate, he didn't take a nap, whatever it is, and I have the capacity to be able to type very quickly when I'm doing these sessions and, so, I almost have a complete transcript of what has happened and, at the end, I am able to say, oh my gosh, no, this was great, there were, you know, 11 times that you were able to expand the utterance, or he has never used a two-word combination before in these sessions, and I have six of them. So, um, the same is true in-person, it's just that I'm not taking notes in-person, so I can't always recall what's happened, but we're going to talk about a strategy for pointing out the good as it's happening. That's the embedded part, so that, often, what we do is we shake our head, I'm going to show a lot of video of me shaking my head, which is not great, because no one's looking at me and, so, they don't know that I'm shaking my head, but we all do it and, um, it's going to be video saying that was great and, then, it's followed with you modeled this, and he said that, and that's what we need to get better at doing, is not just affirming, but affirming specifically, and that will make a big difference, and we're going to talk about that. Um, I don't think, I didn't give you a handout of those examples, because you can figure out what affirmation is followed by an explanation, but we're going to talk about it. So, mm-hmm? I saw you turn your head, so, I just came over here.

(Laughing.)

>> SPEAKER: Okay, you all. There's a strategy when you teach people, that you ask them to write it down and, that way, if they're intimidated or anxious, they can just read it off of the paper. So, I'm going to confess to you, that is the strategy that I used, so you would be forced to participate. You can look down and just read it off your paper.

>> SPEAKER: Thank you.

(Laughing.)

>> SPEAKER: Um, my response is similar to the other lady's. Um, I don't provide direct service to children, I actually provide, um, assistance and consultations to professionals who work with families of children who are deaf and hard of hearing. Um, so, my take-away, hopefully, anything that will help me help them. To help the families.

>> SPEAKER: Okay, so, I'm really glad that you shared, especially because about a third of you have GOV at the end of your e-mail, which leads me to believe that you're not providing direct service and, so, if you want to know what anxious is, anxious is me, trying to figure out why are you here and how can I possibly help you. So, you need to ask questions, you need to raise your hand and say to me during the presentation, how could I, what part of this can I explain to someone else, or how can I get someone else to use this, because, um, I will now try really hard to think about that, but I really didn't understand. So, if any of you, because there's a lot of you, can explain to me, like, I understand, you want to be able to take something back to someone, but that's, you've really challenged me. That's all I have to say. I'm going to work on that, though. Yes?

(Off mic.)

>> SPEAKER: Yeah. Oh, yours ends with gov, but you're providing a service. Okay, that's one person I don't have to worry about.

>> SPEAKER: So, similar to, um, my colleague, um, I feel like a lot of what we do is either supporting professionals or supporting families, like you mentioned, but, sometimes, the parents are just, they're lost in grief, and they're enable, or unable to, kind of, see through that to their goals. So, really trying to, kind of, use what you mentioned earlier about your crisis work, um, and how to, kind of, get through to them, so that the coaching sticks.

>> SPEAKER: So, my short answer to that is you probably shouldn't be coaching. Um, I think that, so, here's a strategy that I learned a long time ago that a mentor of mine said to me. You need to take the things that you learn that are new, that you don't necessarily feel comfortable doing, and work on those and teach those to someone that you think is ready to learn, and don't, our inclination is always to take the new things to the people who aren't doing what we want them to do, because we think our new strategies will help them change, but you, then, won't know if it's that you're not implementing it correctly or effectively or if they're just still resistant. So, anything new that you learn today, you should think about finding or identifying a family that you have, that you know you have their trust and that you have a rapport with them enough to be able to explain you're going to try new strategies. So, I'm going to tell a little bit of a history in a few minutes about how we came to doing coaching the way that we do it now, and I said to the teachers, you've got to do it with a family that you feel will trust you and not judge you for trying new things, because it's not all going to work, especially when we were trying to figure out how to do it, and if you just think about that scenario, if you try to make that change with a family that's already resistant, and you're trying, because you think this could be a way to help them, it's just going to, you're sabotaging your own well-being and, so, I would say that, like, as a person who's going to take it back to other adults that aren't the parents, I would pick a few people that you would go out and have a beer with, you know, the people that you are, kind of, friendly with, who will tolerate you suggesting change, so you can have honest conversations about it. Um, change is hard, and what I'm going to suggest, I think parts of it are easy, like saying I'm wondering if, that will be easy, that's something that can be implemented immediately, and that could be implemented with a family that's resistant. They might just fold their arms up and say whatever, but you won't feel badly, you know, if they do that. I think the other thing to think about is any parent who actually shows up for a session wants good for their child, and we have to remember that, that no matter how resistant the parent or caregiver seems, the fact that they didn't lock the front door, turn out the lights, and you can hear them behind the door, you know, we've all had those families, those people, on that day, don't want help, but if, next week, they show up, they're ready for help on that day. So, we just need to remember that, that the fact that they enrolled in the system means they want help, they just aren't necessarily ready to get it the way you're delivering it. The fact that they opened their front door or they show up at a center-based appointment, they want help. Um, and we need to give them credit for that and even tell them thank you for coming, thank you for being home, thank you for letting me into your home. Those little bitty tidbits can get you a really far way. There will always be families that are resistant, there will always be families that are grieving, and your emotional support will be helpful, but your teaching support is not going to be helpful, because they can't even listen to it. They can't accept it and, so, it's kind of, like, you can lead a horse to water, it's the same idea. People have to be in a place where they're ready to be helped and, sometimes, I have families, I don't ever coach them for six months, maybe even longer, that the whole time is just spent on helping them get through the grieving process and helping them understand that it will get better, you know, your job may be to align them with other families that are two years ahead of them. It may not be the coaching, it may be just being an ear. I mean, you know, I'm sure you all have had the families that the whole time, you're thinking please don't get divorced, we can get through this and, sometimes, we do and, sometimes, we don't, but that's what they're thinking about. I mean, there's just so much that goes with crisis. Oh, you did it. You went first. That's right. Sorry.

(Laughing.)

>> SPEAKER: Now, I'm more nervous than the beginning. Um, I am a parent of a child with hearing loss and, because of my experience, I started supporting the Latino community by opening a support group in Spanish with, um, families with children with hearing loss. Um, I have been doing that for a very long time and, last year, I started working as a parent consultant with EHDI in North Carolina, and I am continuing doing that, but, today, I want to learn more about how to support those families in a more professional way, I guess. Like, I have been sharing my experience and helping them by telling them where to go when they need something, but I want to be able to give a, um, to gain professional knowledge, to continue doing what I'm doing but with, um, a better foundation, I guess, or something like that.

>> SPEAKER: Thank you. That's really interesting. So, to me, the greatest thing that parents can do is tell their story, so that the other parents know that they're not alone. Um, my big thing that I tell parents, when I speak to parents is, if you have a therapist coming into your home, so nooffense to you therapists, if you have therapists coming into your home and, before they arrive, you think to yourself, I don't know why I'm doing this, you should get a new therapist. So, I think that there are a lot of parents who feel obliged to take whatever is offered to them, thinking that, if they don't take it, they won't get anything else, but I think that therapists that you don't sync with, it doesn't even have to be a bad therapist, it could just be someone that you don't have a connection, can ruin the whole experience and keep you in a phase of being depressed and sad and, so, I always tell people, if you have a gut feeling in your stomach, this isn't good, you should call your system and see if you can get a different person. Um, and I know that sounds terrible and harsh, but even in my own building, um, once in a blue moon, a parent will come to me and say is there any way that I could switch therapists. The people just don't connect, for whatever reason, and that's okay. I mean, you cannot connect with everyone, so, um, I think that's, you're doing a really good thing by providing a, um, by providing a support group, that is something that parents really benefit from, and I think learning from each other is incredibly valuable. Um, I don't have any deaf children. Oh, I didn't finish my story. The reason I'm in deaf education is because I studied abroad for my junior year of college, and I forgot to enroll or sign-up for something to do in the month of January, and it was a requirement, and if I didn't do it my junior year, I was going to have to do it my senior year, which sounded like not a good idea, so when I arrived in New York, when I got home, remember, there were no computers, there were no cell phones, this was the, as my son says, you lived in the dark ages, mom. Um, my mother is jean Moog, so she is the person that founded the Moog Center for Deaf Education, and she was working at the time at a program in St. Louis, and she was the head of the department and, so, I called from New York and said, oh my gosh, I don't have a January interim, is there any way I could be a teacher aide, and she said, oh, that's great timing, I have two teachers who are going to be out for two weeks each in January, which was going to fill my January time. So, I went and, because they were out, she had to be the sub and, so, I ended up being the teacher aide to my mother. I was a good daughter at that point in my life, so, it was a good arrangement. I was bad from 11 to 14, but by the time I was 19 or 20, I was a normal person again, um, and it was a really great experience, and I had been also doing a summer internship at the detention center, so I already know that that was not going to be my life plan and, so, I just, you know, a young, naive person, I just thought, well, this is a lot more rewarding than having people scream at you and try to beat you up all day. So, um, I, then, decided to go into deaf education, and I can remember so clearly the night that I went into her bedroom and said, mom, I have this great idea, I'm going to apply to go to school at Washington University and be a teacher of the deaf, and her face went completely blank, and she goes, what makes you think that's a good idea? So, we did get along, but, I guess, not that well. It, obviously, has worked out fine. So, yeah, my mother was my boss. Now, I'm her boss. So, my mother was my boss for, um, about 30 years, and we only had two fights in all that time, so, that's pretty remarkable. So, that's how I got here. It's totally by default, and she's here, she got into the field, she's not working anymore, she turns 90 in June, so, she, um, got into the field by default as well. She was coming home from college, she really did live in the dark ages and, so, she was coming home from college and getting married, and her father thought that that would be boring for her, so he signed her up for graduate school at Washington University in deaf education, because, um, he didn't think that general education would be stimulating enough and, so, he just, sort of, signed her up. So, we both are, literally, we have no family members, we have no connection at all. Yeah, isn't that crazy? Yeah.

>> SPEAKER: Um, so, I'm a teacher for the deaf and hard of hearing in Michigan, and I'm very new to the early, um, the early on world. So, um, I'm really just here to be a sponge. There's so much that I don't know, that I don't know what I don't know, but, um, reading through, I, um, when you were talking about the embedded coaching and some good strategies, I'm, really, just, kind of, a collection of strategy person.

>> SPEAKER: Perfect. You'll be very happy at the end of the day.

>> SPEAKER: I'm also a teacher of the deaf, um, preschool, so ages 2 and 1/2 to 4, from Michigan as well, um, and, also, just, like most people have said, interested in gaining tips and ideas and a wealth of information to help empower parents. Definitely, sharing, being able to coach them, um, I, definitely, would love to grow my skills in that area.

>> SPEAKER: Perfect. You're going to be happy as well.

>> SPEAKER: I also am from Michigan, teacher of the deaf and hard of hearing. I work with birth to 3, in-home with families, and I'm looking, hopefully, to get some strategies for those difficult parents, which I already got one, which is don't engage with the child, so, I'm already happy.

>> SPEAKER: Thank you. So, that was $25 worth.

(Laughing.)

>> SPEAKER: Okay, so, um, yeah, I think one of the problems with engaging with the child is that, by engaging with the child, you are whatever the opposite of empowering is. De-empowering? I don't know what that word is, because, if you think about that dynamic, what happens is you're guiding the parent to do something or, maybe, you're not so far, but by the end of today, you will be guiding the parent to do something, and when the parent doesn't do it the way you envision, our tendency is to, then, just, sort of, somehow, but, kind of subtly, we end up with the child in front of us, and the message that we send is you clearly aren't good enough to do this, and you need me, and what the message we want to send is not you need me. Well, you might need me right now to empower you, but that's the only reason you need me, is to show you what you are actually capable of doing, and it's the same thing, I mean, if any of you flipped from in-person to tele-therapy and you found the tele-therapy incredibly challenging, it's probably because your strategy was not empowering the parent, but demonstrating for the parent, and it's the same thing with when you go into the home and you bring toys, that we think we bring the toys because, either, we need them for some very specific reason, and that's a story I will tell later, or you bring the toys because you think that you'll be able to help the parent using these toys. The message you send is you're not able to do this without these good toys and, really, honestly, you should be able to do everything we're going to talk about with a paper cup. I mean, you don't need anything more than a paper cup or an empty lunch bag. I mean, it doesn't matter what you're doing, the strategy should apply to anything. So, if you're in the home of a family that has what you would deem as nothing, take what they have and, because you're not guiding the activity, the parent is, then you're just going off of whatever the parent does, and that, in and of itself, will be incredibly empowering. I have one teacher who still says to me, can I just put it, before she finishes her sentence, she's going to say in the trunk of my car just in case. I'm like, oh my gosh, no, do not put anything in the trunk of your car. Like, that's illegal now. You're not allowed to do that.

>> SPEAKER: Thank you. Um, I'm an early intervention teacher of the deaf. This is my second year in this position, so, I'm interacting with, um, toddlers, um, do some tele and, um, I'm just here to learn and, you know, learn all the tips, the strategies, to be a better provider and improve my practice.

>> SPEAKER: Okay. Thank you.

>> SPEAKER: So, I am one of those gov people. Um, we are from Florida with the Department of Health. We have the early intervention program, part C early intervention, and Florida, over the last eight or nine years, has been slowly, but surely rolling out a professional development system of embedded practices and interventions with caregivers, and we are not anywhere close to being done in helping providers of early intervention do this with families, but, um, we're trying really hard. One of the things that we're getting feedback on is, I'm looking at your components of embedded coaching, um, it'sx you know, introducing those goals and targets. We're really trying to get providers to, kind of, like, roll release and to be able to listen to families, to get, um, ideas, for them to be able to have that buy-in for those goals and targets and, so, I'm looking for, kind of, some strategies for that and, then, also, there's one more.

>> SPEAKER: You're fine.

>> SPEAKER: Um, at the end --

>> SPEAKER: I have something to say, but I'm going to try to remember it.

>> SPEAKER: Okay. Then, also, um, you know, when you're summarizing and giving feedback, helping families recognize the amount of progress that they're seeing, um, even though it might be very small and incremental. So, those kinds of, um, really, you know --

>> SPEAKER: So, I don't know if I misunderstood you, but when you were talking about, um, to get buy-in for the goals, what I'm going to suggest is that you're not setting the goals, that the parents are setting the goals, and the reason that providers have trouble with that is because, the problem with this whole technique is that you, as the provider, don't know what's going to happen until you show up, unless you've planned it the week before and, then, the person actually does what you planned. So, I think I'm going to go ahead and talk about that right now. So, I'm going to just move over here. So, one of the things about you deciding what you're going to do at the session means that the parent doesn't know, okay? So, that means that you've decided, oh, I think, for activities today, maybe, we'll read a book, we'll do a puzzle and, maybe, we'll have a snack, and even if you tell the parents, what I think I'd like to do next time is read a book, do a puzzle and, maybe, have a snack, if you haven't helped the parent understand what your expectations are of them before you arrive, they cannot practice, rehearse, think about it, make a plan. They can't do any of that. So, now, you show up and say, okay, I brought this puzzle, it's the greatest puzzle ever or, maybe, you're over that, and you say, oh, you've got some puzzles on your shelf, why don't you pick one, if they didn't get a chance to do any of that ahead of time, they haven't thought about the vocabulary, they haven't thought about the language, they haven't rehearsed it in their head, they haven't had an opportunity to practice and, so, by accident, you're actually setting the parent up for failure, as opposed to, if the parent has decided which puzzle or what they're going to feed the child for snack or what book they're going to read, and if you've guided them to practice before you come the next time, then, they'll have questions about the vocabulary, they might have questions about their choice of book, but they've at least had the opportunity to think about it and, if they don't think about it for the first six days of the time between when you were last there, they, for sure, are going to think about it at least the first 15 minutes before you come and, so, even that, just that 15 minutes before you come is no different than those 15 minutes you spend, driving to their house, when you're thinking about what you're going to do. It's the same thing, but they don't have any opportunity. So, for you, all the stress and pressure, not all, but a lot of it ends up on you instead of on the parent. So, we have to come up with a way to flip our thinking about what the expectation is. The expectation should not be the parent is going to meet us where we are, it should always be the parent is in charge of this situation, and I'm going to meet the parent and meet their needs and, if we do that, then, the parents will have buy-in, because, now, they're in control, and the unfortunate part is it makes it much harder for you. So, if you're lacking confidence, it's just going to, sort of, make you lack more, but I'm going to build you up and empower you today, so you'll have a lot of confidence and, then, you'll feel okay about doing it, but I think, if you are, if you, yourself, are a person who is still bringing things into someone's home, we need to have some, maybe, a 15-minute therapy session today to help you understand that you'll be okay, if you don't do that. If you, um, are a state where you're still allowed to bring, you know, like, if it's just hidden in the back of your car, um, if you are a person who decides what your lesson plan is going to look like, and you show up with that in mind, you need to really rethink getting buy-in from the parent and allowing them to change that plan. I'm not going to suggest that you shouldn't have a plan. You, of course, you should have a plan, but your plan should be to go through some items and allow the parent to tell you. So, the hardest part, again, is you have to, on your feet, always be responding to what the parent wants, and you have to give up that control, and we wouldn't be in this field, if we didn't like control. That's why we're here. We like to control. I mean, everyone likes to control, but, in this case, our perception is, if we control, we can help the parent, and we have to flip that to I'm going to help the parent by supporting them, not by directing them in the way of telling them what to do. We'll touch on that s.

>> SPEAKER: I'm also from Florida at the state office that oversees the, um, early intervention program and, um, what I'm hoping to learn and take back is just different strategies, new ideas, new ways to help our providers or help our programs help our providers, um, engage those parents that, you know, may be more shy, may be, like you said earlier, it may not be their day to address anything, but just ways to, um, to engage them and empower them more and, so, basically, what you were just touching on.

>> SPEAKER: So, I think another strategy for the parents who are not necessarily engaged, once you, um, buy into what I'm going to talk about is to ask them, what is your absolutely favorite thing to do with your child and, then, let them do it and, that way, they're doing something with which they have confidence. So, I did tele-therapy with a family during a project that we were doing for, maybe, 18 months and, for about 12 or 14 of those months, and I am not exaggerating, the mother read a book to her child for every single session and, so, one could say, you have to get her to do something else, and I didn't, and she was an incredible teacher to her child, and the books changed over time, but the mom allowed me to help her in how I taught her how to read the book, and it was effective, and it worked, and it's what she felt comfortable with. We started out, um, I wanted the child to be in a high chair, because I was doing tele-therapy, that way, I wouldn't get car sick while she was following the child around, and she wouldn't do it. She just said no. I said it would be really easier for me, if you had her in the high chair, so, that was my subtle way of saying put the child in a high chair. She didn't do it, she chose not to, she said, no, that won't work, she doesn't like her high chair and, so, for about the first six sessions, I, literally, had to, sometimes, close my eyes, because it was, literally, just like this, and nothing was happening and, on about the sixth session, she turns on the camera, and the child's in a high chair. She says, you know, I was thinking, this is so hard, I was having to run around, you're probably getting car sick, so, I thought it would be good, if she was in a high chair. Yes, thank you so much, wish you'd done it six weeks ago. So, that told me right away, when she didn't want to have her in a high chair, she was so anxious about participating that she didn't want her in the high chair, because, then, she would have been responsible for doing something and, by not having her in the high chair, it allowed her to have a reason for the session not to work, but after I allowed it for six sessions, she came to the realization that this was not effective for anyone and, so, I think that's another thing that we have to do. I'm going to show you a video today of a mom who has an unrealistic perception of her child's skills, and I don't correct her when I ask her to set her goals, I just let her do it, and it's during the embedded coaching that she, all of a sudden, realizes that she's making up things in her head that the child isn't really saying, but I let her, if I had told her, I don't think she would have believed me, she would have just thought I'm challenging her and, so, I just let it go, and I let her figure it out for herself, and I think that's what we have to be careful of, is we need to allow, it's just like counseling, you have to come to it on your own, you can't just tell someone, um, what shay should be doing. I'm looking at my phone, because I'm watching my time, which is way over, but we'll be fine. Okay, everyone from here go? Okay.

>> SPEAKER: Um, okay, good morning. So, I'm in ASL literacy and, so, accordingly, um, I'm coaching supporting parents in terms of reading to their kids. There are parents who are very interested in doing that and, obviously, it's easier to coach them, and there are parents who want me to read the story, um, while I'm trying to guide them to do it. So, I guess, what I would like to learn is I always want to have resources ready to give to parents who are incentivized and motivated to do it, so I can give them, you know, more for their deaf and hard of hearing children, because I am also, um, that's a piece of it. So, more resources. The second thing is I just have some questions, because the parents who are, like you said, in the grieving process or just not able to, sort of, be there, um, to support them, to help them on the journey, so that they can get to, um, like, right, you said to support them, so that they can get to the place where we want them to be eventually, trying to support them through that and getting them out of, like, the dark place. I don't know what you do for the deaf child while you're doing that for the parents. I understand that the job is to work with the parents, to get them to be able to be their child's first teacher, but how can I ignore the kid's needs? I mean, I'm coming from, obviously, as a deaf person, myself, just feeling like these kids are, kind of, being neglected or not having those opportunities presented to them while I'm trying to get the parents out of, you know, I guess, my question is do you divide any time and, you know, spend a little bit of time with parents and children, if the parents are not ready to be with their children in that way?

>> SPEAKER: So, a part of the coaching can also be demonstration, and we'll talk about that and, so, surely, parents don't know everything that you have in your head that you're trying to teach them and, because of that, there will be a need for demonstrating, especially at the beginning. So, sometimes, the reason that a parent isn't engaging with their child is because they don't actually know what to do and, so, by you demonstrating what to do is a very positive and good thing, you just need to be careful that you have the skill set to, then, demonstrate and, then, let them do it and guide them through it, being able to say all along the way, yes, that's exactly right, you're doing it exactly right, that's exactly what you should do. So, you just have to be careful that the thing you're asking them to do isn't so hard that they can't do it and, then, they think I can't do it. That's what we have to be careful of. So, I have a story to go with that, which, of course, you'll all say this can't possibly be true, but I promise that it is. Um, I was working with a mom who had hearing loss herself and, then, she had her first child, who was seemingly typical and, then, her second child had down syndrome and, with that, he has hearing loss, and the sessions just were not going the way that I wanted them to go. I was really frustrated. Um, the mom would sort of engage, the dad would be there as well, but he worked nights, so, often, he fell asleep while we were in a session. There was a 4-year-old sibling who, I'm sure, either had undiagnosed or diagnosed ADHD off the charts, and that's a whole other story that, if we have time, for fun, I can tell you about that, but, um, this little, the mom just never really, like, she would bring the baby into the session, sort of put him on the floor and then sit in a chair, and I had this icky feeling in my stomach, there's something not right about this. So, I made-up the excuse that I needed to leave the room to go fax something. So, I do a lot of, um, let's just call it lying, because that's, really, probably, what it is. Um, you know, we might like to call it white lies, but, um, I do a lot of story-telling. That's what we'll call it, story-telling, about, quote, other families that I work with, and I'm just making this stuff up so that it seems okay, to allow me to be able to talk to a family about something I say, you know, I was working with this other family, and they were feeling this way, and I'm just describing the person in front of me, and I, sort of, talk about how we got out of it, which is all just made-up. So, I said to the mom, oh my gosh, I completely forgot, I need to fax this thing, if you don't mind, and I gave her a toy, and I said, if you just could sit down here and play with Jonathan, then I'll be right back and, then, I can help you. I go flying out of the room and, then, I just stop on the other side of the door and, then, I watch through, like, the crack in the door. The mom doesn't move, and I wait, you know, like, okay, I'm running down the hall, now, I'm sending the fax, like, I wait the right amount of time and, when I come back in the room, again, I, like, fling open the door, like I'm running back in, and she's just sitting there, crying. Like, let's just remember, all I did was put a toy on the floor next to the child and said, oh, why don't you play with Jonathan while I'm gone, and I said, oh my gosh, you know, did something happen? And she said no, and I said, so, why the tears? She said I've never played with him before. Okay, he was over 2, I don't know how much over, but he was definitely 2 and, thank goodness, I'm quick on my feet, I just said, oh, okay, well, let me help you. Then she said, you know, I don't have time, and I said, okay, and I said do you think that if I helped you figure out how to play with him, that you could do that 5 minutes a day? Let's just try to do it for 5 minutes, and this is the part you're not going to believe. She stood up, went to her purse and got her day planner, and she, literally, had to write it in her day planner, and she said, every day? Do I need to do this every day? And I said, well, if you can fit it in, again, trying not to be harsh, but to say this, I'm wondering if you could, this would be a good idea, and she said, well, does it count if he's watching TV when we, you know, eat a meal? Like, she really didn't know what to do. Her parenting skills for her other child were also horrendous, so, I think she just, probably, didn't have parenting skills, and that's really, probably, my least favorite part of this job, is the family that doesn't have parenting skills, because I really don't want to teach you.

>> SPEAKER: An emergency has been reported in this building. Please cease operations and leave this building, utilizing the nearest exit or fire exit.

(Writer standing by.).

>> SPEAKER: What I'm hoping to gain from today is how do we handle parents' expectations when it comes to spoken language, because, as my role as a developmental specialist, I work from birth to 6 years of age and, often, I see children who are getting implanted at age 3, 4, or even later, but parents have this expectation of gaining immediate spoken language, and it's really a hard, um, balance, because they're getting the information from professionals, medical professionals, but they're expectations are not meeting up. So, anyway, parent expectations.

>> SPEAKER: Okay, so, that is not really part of my presentation, so, I can either meet with you and tell you or, at the very end, if, somehow, I figure out how to catch up our time, then, um, I can explain it for the whole group.

>> SPEAKER: I mean, for me, I'm just here as a parent. I've worked in, um, as a VBK teacher in early literacy. Also, we've got three deaf, two deaf children, one, hard of hearing, just seeing what assets to learn in that. Married to a deaf spouse, so, we're just, kind of, a whole mix of that. She works for the Deaf School in Florida.

>> SPEAKER: Maybe, you'll learn something to tell your, um, parent educator.

>> SPEAKER: I'm Ellen from Georgia. I've been in the field as a teacher of the deaf for 43 years, so, I have a very similar experience to yours, Betsy. I'm a deaf mentor lead for the state of Georgia's Deaf Mentor Program. We have about 30 deaf mentors throughout the state. Some are teachers, and some are not. So, what I would like to learn are strategies to give to those who provide direct services. I used to provide direct services myself, but I've moved into a supervisory position, so, if I could bring strategies for them. I think I need to understand the difference between therapy and coaching and differentiating those strategies. When we're going in and working with parents, we're not always working with the children, right? So, we need to get to the space where we're moving away from the we're going in to work with the kids and the parents watch and shifting into a position where the parents are doing the connecting with the child, and we are acting as coaches. So, those types of strategies that I can transition to the people who are providing direct services under my care.

>> SPEAKER: Perfect. So, we're going to talk a lot about that, um, in the sense that we have to make a change to help the parents make a change and, so, that's what we will be addressing. All right, so, it's this back table. Did you guys go already? No?

>> SPEAKER: I just put down that I'd like to experience and practice utilizing the coaching strategies. So, I feel like I know a lot, like, a few of them, but, um, experiencing, like, the practice of how to utilize them a little bit.

>> SPEAKER: So, you're really lucky. At 2:00 o'clock today, if we're on time, that is going to happen.

>> SPEAKER: Mine's similar. Just to walk away with ideas and strategies to have more interactive coaching sessions.

>> SPEAKER: Um, a lot of mine is similar to what everyone else has been saying in regards to the strategies and things, but I want to also have an understanding enough that I can go home and apply it, and you've already answered one of them in the fact that I want the families to feel like they can do it without me, um, not being in the home.

>> SPEAKER: So, I'm really hopeful that the last hour of today is really going to be dedicated to you practicing some skills, and there won't be enough time for everyone, we're going to be in a triad, so, one person will be the coach, one person will be the parent, and one person will be the child, but, I think, just engaging in that experience live will give you, and if you are dead-set on being the coach, then just tell your group you're going to be the coach, and if you don't want to have to work so hard, then volunteer to be the child. So, we'll talk about that later.

>> SPEAKER: So, we're with Oklahoma School for the Deaf, and this is my team. We have, um, setup an early intervention program, but it's still relatively new. We've really been doing it primarily the last year and a half. We started during COVID, and we weren't able to do much. So, we want to design our program based on a coaching model, so, I'm here to learn strategies so that I can help support them in the field. I also wanted to see if we were going to talk about, you've mentioned virtual visits, and I do think coaching lends itself well to virtual visits, but when our visits are, sometimes, in-person and, then, sometimes, they get switched to virtual last-minute, how can we be prepared and make those the most effective, because parents may not be used to that model.

>> SPEAKER: So, again, if you begin to use a model where the parents are in control of the session, it won't matter if the session is happening live or at home, because they'll already understand that it's their job to have the activities, to set the goals, and to tell you what's going to happen as opposed to you telling them. So, it'll take time, but that's the hope.

>> SPEAKER: I'm an audiologist, and I just recently started aural rehabilitation services for some of my new listeners, primarily remotely, so I want to know how to do that the best.

>> SPEAKER: Of course, you gave me a hard question. I know Shelby. She was a fourth-year extern at our school before she became a real audiologist.

>> SPEAKER: Hi. I'm an SLP with 30 plus years of experience, but six months ago, I started working in this particular realm. So, I'm learning a lot, gaining a lot of skills, but, I guess, I'm here because I want to feel more confident, um, and, also, just to, um, I mean, really, a lot of the questions apply to me too, or a lot of the hopes, but, um, I have a little trouble, sometimes, um, I guess, I want to feel more confident with the words that I use and, also, engaging with daycare providers and, um, and parents that want to talk about a lot of other stuff besides their child that I'm there to help them with.

>> SPEAKER: I'm going to give you some great strategies as soon as this table has a chance to talk. You did say something that made me, then I held my finger up and, now, I already forgot why I was holding it up. Okay, what did you say before daycare? Oh, the words that you use. So, um, we're going to practice using words and, hopefully, you'll start to catch on when we do that practice.

>> SPEAKER: We're in early intervention in Alabama and, um, I think what I would like to get out of it is to be able to give my parents more confidence. You know, we come in the home, and they think we're the experts, so they're willing to just sit back, kind of like with your, the example you were telling us about, and just to help them get more confidence, um, to be able to know that they can do it, so we can step back more.

>> SPEAKER: So, that's the goal of today, so, hopefully, that will happen.

>> SPEAKER: I'm Dana. I have been a deaf educator for ten years, but I made the move from Texas to Alabama, so, now, I'm in early intervention, I'm the, what am I?

(Laughing.)

>> SPEAKER: Developmental specialist for the deaf and hard of hearing and service coordinator for our ER program. I just want to learn to transition from teaching kids how to read to whatever they do whenever they're younger than that.

(Laughing.)

>> SPEAKER: So, parents are just big children in this case. They aren't, but we should think about it that way. So, the strategies and the way you think about the children, so, if you're a person who thinks the child isn't learning the way that I'm teaching it, I need to learn a different way to teach the child, that applies to parents. If the parent isn't learning it the way you're asking them to, you shouldn't blame it on the parent, you should blame it on yourself. Not in a bad way, but you should say what I'm doing isn't effective, therefore I should change what I'm doing, and I think that's, probably, the place where you might get stuck, because if you knew another way to do it, you would be trying it, but you don't have that other way. So, hopefully, I'm going to give you some strategies, like a bag of tricks today.

>> SPEAKER: Hi. I'm a speech-language pathologist. I primarily work with bilingual deaf children, um, using American Sign Language and English. I'm really glad to hear you say, I think somebody over there mentioned, as well, using ASL, that you said this could be applied for signers as well, but the bulk of my experience is school-age children, and I'm wanting to get more into early intervention, so, um, being able to use some of those strategies, to empower parents, but, also, um, like my friend over there mentioned, selfishly wanting to learn more for myself too. Um, then, also, kind of, being able to delineate therapy from coaching and being able to identify that for myself, so that I come in with the right mindset.

>> SPEAKER: Perfect. Fallon, do you want to contribute?

>> SPEAKER: Hi everybody. I'm Fallon. I'm currenty an audiology extern, so, still very early on in my career, but getting into the realm of aural rehabilitation with, um, you know, an emphasis on language and, um, whether that involves ASL primarily or a bilingual approach, um, I'm very interested in that and just, kind of, here to see what that world looks like and how I can get on that train from the get-go.

>> SPEAKER: Okay. So, now, I'm going to try not to move at rapid speed to make-up time, which just means that I, probably, will not tell as many stories as I was going to, so, we may have to wait and see if there's time at the end for stories. So, thank you all for sharing. I really like that activity, because although I make a joke about the $75, it allowed us to have a lot of really personal conversations, um, not specifically about you, but more about what you need and that, then, helps me be able to meet your needs, and you all did a great job, nobody was very selfish at all and just really talked about themselves, but, really, just openly about strategies and things that we can do, which led me to be able to have a really personal conversation. So, I appreciate that. Okay, so, um, we've done my background, we're moving right on. Okay, so, here's, sort of, what I'm hoping will happen for today. Many of you have said, sort of, how does this coaching thing fit in, um, related to direct therapy. I'm going to talk about coaching by definition, we're going to really, um, look at what do I mean by coaching and, then, do a little bit, um, of an overview about adult learners, sort of to that comment I just made, that even adult learners, if they're not learning the way that you're teaching them, then you need to rethink how it is that you're teaching, because everyone can learn, and we need to be making that happen. Um, we'll talk briefly about the characteristics of an effective coach. We're going to talk specifically about what I refer to as realtime embedded coaching. We're going to talk about some coaching techniques and, then, we'll have time for some video analysis and, then, of course, there are challenges to coaching, and I can't remember, oh, I think that last slide, um, thing on the slide is, has to do with, um, a summary and questions. Hang on one second. I have to bring the power point up on my computer. Okay, so, let's start to get into it. We're going to talk specifically about the caregiver child session. So, for the sake of simplicity, I'm going to assume that you're, if you're doing a session with a parent and a child, it's a 60-minute session. Is that true? Is it less than 60 minutes? Maybe, 45? So, somewhere in there, 45 to 60. Okay, the time doesn't really matter other than what's going to happen during that session. So, this is just, sort of, a map of the kinds of things that could potentially happen during a session. I've put some minutes there that are really, I'm going to sneeze. Well, now that I said it, I'm not going to. Okay, that, um, that put some times there to give you a frame of reference, but the time really doesn't matter. It's more about the list of things that are there. So, you should be, um, welcoming the, you know, you enter the house, or they come to your clinic, you welcome, have some kind of a welcome, you talk about, um, you make sure you're checking the device, if a device is not being worn. You should not be checking the device, the parent or caregiver should be checking the device. This will give you a lot of information about how comfortable the person feels with checking the device, and that may, then, in turn, become something that you're working on and coaching the person. So, it's important, when it's a device, that we do show them how to put that device on and check the device, but it's also really important that we, then, guide that caregiver to be able to do it as well and, so, often, you walk in, they'll hand it to you and, then, you put it on, and that tells you right away they don't feel confident in doing it. They may need strategies for being able to do it by themselves, because the child is, you know, bucking their head or screaming or doing whatever. Um, so, that's that. Where it says state the plan, that is, you should have a plan, and when you arrive at the session, you should say what you think your plan is going to be. I suggest you even attach some minutes to it. So, I'm guessing, we're going to do this for about 3 to 5 minutes, I'm guessing, we'll do this for about 10 minutes, whatever it is, and for those of you talking about empowering the parents, remember that parents are anxious. You're coming into their home, that <maybes them anxious, they feel obliged to, you know, clean or not clean, whatever that is. They feel like they're being judged, and we're all kidding ourselves, if anyone wants to hold up their hand and say I'm not judging anyone when I walk into their house, you're lying to yourself, because you're not judging, maybe, some things that you shouldn't be judging, but you are judging. Is the person running around? Where is the child? Are the hearing aids on? Can they find the device? You know, all of those kinds of things, there is some judgment that's happening there, because that's what makes you a good practitioner. You have to be able to be judging and assessing all the time to figure out what your next move is going to be and how you're going to help the family. So, we need to be making judgments, we just need to keep them to ourselves and use them for a positive means. I think it's really important to tell the parent that, um, you have this plan, this is what you're thinking you're going to do and, then, you need to ask permission to use that plan, because you want buy-in, and you want them to know that they're part of the plan. Okay and, when you put those times on there, it lets them know, we're going to do a coaching session for 15 minutes, then they know there's a ginning to the coach session and there's an end, because that's, probably, going to be the most stressful part for them until they get comfortable. It also might be the most stressful part for you. So, when I do a tele-therapy session, if it's a 60-minute session, I'm coaching for, probably, 50 minutes of that time. When I'm in-person, I'm not, because when I'm on tele-therapy, the child is there the whole time, and I can't entertain the child while I'm talking, and if the parent tries to entertain the child while we're talking, the child just misbehaves and, so, those tele-therapy sessions end up being way more coaching-heavy than an in-person session often is. Um, this is the part that someone was asking about. Oh, you might be providing information. Information is important. That is when you can provide resources. That's when you can answer questions. That's when you can give information about something that they've asked you about. The demonstration or, um, direct child therapy, it can be part of the session. Um, it's not really part of anything that I'm doing anymore, but if I were having to teach someone how to do something or show them how to do it, if I wanted to say, look, when you're getting her dressed in the morning, um, these are some things you could be doing, and the person looks confused, I could say, oh, you seem to be confused about that, would you like, you know, would you like to plan, next week, leave her in her pajamas and, when I come, then we'll have a reason to get her dressed, and I could demonstrate the first clothing, um, item of clothing and, then, I could pass it to you, and you could do the other items of clothing, and we could work together, so I can help you understand how to make that be a good time. So, that absolutely could happen. I think, those of you who have said you're trying to figure out how to delineate therapy from coaching, you already know how to delineate therapy from coaching. Therapy is what you're, what you are providing to the child. Coaching is what you are providing to the parent. Okay, so, that is the delineation. If you want to be coaching, you cannot be engaging with the child. The minute you turn to the child or talk to the child, you have flipped back to therapy, because, now, you're providing a service to the child. So, neither one is bad, you just need to know which one you're doing. So, it's okay to say I prefer, at every session, to do direct therapy and, then, to think about do you want that to be a demonstration to the parent and, if you do, then it needs to be what I would refer to as an intentional, bless you, an intentional or a guided observation or demonstration. So, if you decide to do direct therapy to the child, and you don't ask the parent to be observing something very specific, then the parent might as well go get a cup of coffee, because they're not going to observe what you are intending for them to see and, then, you need to be direct in making what you are calling the observation happen. So, sometimes, I will say to a parent, I know it seems overwhelming, that you have to use repetition over and over and over again for your child to learn these words, so what I'd like to do is I'm going to, you're going to pick the toy that you use all the time with your child and, give me a minute, I'm going to think about how I would do this, but I'm going to try to say, I'm going to use a farm for the sake of it being easy, um, you've given me this farm to play with, and I'm going to play for about 5 minutes. That's really all I'll need to do to show you how this works and, then, I want you to write down, you know, cow, pig, and horse and jump, fall down, and turn around and, then, I just want you to tally, in the next 5 minutes, so, I want you to time and then tally how many times I use each of those words. Then, you intentionally use those six words over and over and over again, and they're tallying and, then, you say, isn't that amazing? It seemed really natural, it wasn't hard. Why don't you try it for sheep? Then you pass it back and say let's use sheep and see how many times, with sheep, you can use jump, fall down, and turn around, and because you've

set them up to be successful, you're, then, able to say you did it or, maybe, when you're coaching, you're saying don't forget to say sheep, you're just saying jump, you need to say the sheep jumps, the sheep falls down, whatever it is that you're trying to work on. So, it's an intentional observation with very specific objectives for the parent. Now, it might also be, there are situations where we are providing, in the home, direct child service, and I don't really care if the parent leaves the room, and that happens when I'm going into the home enough times that some of my sessions are direct child service for the purpose of therapy. So, maybe, it's a medically fragile child who can't come to our school and get therapy, and he's 18 months old, and we would be providing therapy at our school. So, I might say I'm going to come once a month or twice a month and do parent coaching, and the other times when I come, I'm going to do direct child therapy, and I welcome you to watch, and I can give you guided instruction, but my purpose here is therapy. So, when you're making your plan, you need to put that in the plan. The parent needs to know, I'm expected to be present, and I'm expected to be present for these reasons. If you just, if they're just watching you do something, it is probably not of very much value to them, because what they're going to glean from it is not necessarily what you intended. Does that help, for those of you that were trying to figure out therapy versus coaching? Okay. All right, then, the coaching return demonstration is the embedded coaching, which we're going to spend time talking about and, then, the homework and schedule the next meeting. Does anybody have any questions about those are the things? So, these are the things that can happen in a session and, today, we are, literally, going to just focus on that one piece, which is the coaching. Okay, so, um, I, here, I've talked about this, you need to be clear in your plan for the day, all the things I just said. Include the list of activities, include the time, provide clear explanations of your expectations, this is when I expect you to watch, this is what I expect you to do, this is when I'm expecting you to be engaging with your child and, then, ask for input and, then, if the parent wants to change something, you might change it. I mean, that happens to all of us. You show up, you have a great plan, some catastrophe has happened in the family's life or, maybe, something wonderful has happened, and the parent wants to share it with you and show you that that has happened. All right, so, this would be, um, a demonstration for the parent, so this would be, like, my example of I'm going to change your child's clothes, so we can talk about getting dressed. So, when you select an activity, yes, you might have to give a multiple choice response to the parent, these are some things I'm thinking we could do, but you don't want to tell them this is what we're going to do. This is where you have to, sort of, start to flip your thinking. Anytime that you're trying to guide a parent or encourage a parent to do something, give that parent multiple choice responses and let them choose. It's really no different than what you would do for a 2-year-old. You know, you don't want the 2-year-old to have a fit, you don't want the parent to not buy in. So, you give the 2-year-old, do you want to wear your blue socks or your white socks? Then they get to pick, and you're not in charge, they perceive that they are. It's the same thing for the parent, you've given them a choice of four or, maybe, three, so you're in control in the sense that you've, sort of, given an idea of three things and, then, they're going to pick from that, and if they pick something outside of that, you'll have to decide if that's going to be okay for what you prepared in your head in the car on the way there, because, if it's not, then you have to say, it really would help me out, if you'd pick one of those three, that's really what I've spent the last hour and a half thinking about. That's okay, there's nothing wrong with that. Your demonstration may last 10 to 15 minutes. Again, you're going to have specific goals and expectations, and you may be providing an explanation before, you definitely should be providing before. You may have to stop and provide some kind of explanation in the middle, and you may be wanting to discuss it afterwards. So, that explanation of the expectations can happen at anytime. Okay, these are, you know, really quick bullet points. To be effective, you want to develop rapport and relationship with the parents, as well as with the child. So, if you're going to do direct service, you need to have a rapport with the child. If you're never going to engage with the child, then you can just be friendly from, you know, the corner of his or her eye. You want to have a plan. I think that's really important. Don't try to wing any of this, you should have a plan. You may not use your plan, but you should have one and, then, you need to be flexible, because whenever you make a plan, that's not the plan you use. All right, this, I just want to be brief about this. These are just, these are very, um, obvious things that you should and probably are doing. That you're being understanding, respectful, that you believe the parents, I'm going to talk about that in a minute, that you are emp athic, that you communicate well, and that you're trying to educate them. I'm going to go back to the third bullet point, believe. I think, if you work in the field long enough and, maybe, you don't even have to be in the field a long time, parents tell you things that you know are completely outlandish, like, impossible, there is no way that that could ever be true. I'm here to tell you that I've been doing parent education for more than 35 years, and no one has ever told me something that, in the end, wasn't actually really true. It's about our perception and their perception. So, the parent might be telling us something, and they're saying it here, and we're understanding it here and, because those two things are not connected in our head, we think the parent is exaggerating or making something up or telling us something that could not have possibly happened, and my best story about this, that I think it's pretty extreme, but it sets the, it helps you understand, is I was working with a mom once who, um, lived somewhere, and she had two very young practitioners, like, probably right out of school. Her child, um, presented with some behavior problems, and he was really difficult to manage for the providers, as well as for the mom and, so, um, the kinds of judgments that were, probably, happening in the providers' heads were there's something terribly wrong cognitively with this child, the mom has unrealistic expectations, she doesn't have good parenting skills and, maybe, the child has a behavior disorder. Okay, so, the mom found me, came to our program, um, the child was, probably, 18 months old at the time. I have four of my own children who are grown, um, and my own children are seemingly typical and, um, above average intellectually, and the only reason I say that is because the story I'm about to tell you helps you understand how there's no way what she was telling me could possibly be true, even though, in the end, it was actually true. So, she was telling me how, one of the activities she really liked to do with her child, now, remember, he's 18 months old, maybe, he was 2, was to engage in programs on the computer, and she very specifically said, what I mean by engage is he can manipulate the mouse, find the, um, icon, open it, do a drag-down and open up the game that he wants, and I have four children who, and we don't spend all of our time on the computer, because computers were new when my children were young, but they're pretty smart, and they're not doing that, and they're, you know, maybe, one of them was his age, and the other three were older. So, in the back of my head, I'm like, you're full of baloney, there's no way this is true, you're a crazy person, there's no way, I mean, this is not physically possible, your child is not old enough, I don't care how smart he is, to be able to do this, but I was wise enough to just go along with the show and, so, I never challenged it, and I'm really glad that I didn't, because the child had a 149 IQ, and he absolutely was using the computer, but none of it seemed like it could be real and, of course, I didn't know the IQ until many years later, and everything she said made perfect sense. His behavior was outlandish, because he didn't have good communication skills, he was smarter than the people in the room, so he was frustrated by their inability to stimulate him and, um, so, that is my message. Like, you can't have a session, a situation that's, probably, more extreme than that, and it was all true. It's just that my life experience led me to believe that that was impossible, but I was wise enough in my years of experience to know not to challenge it, and that was the right thing to have done. So, I maintained my rapport with the family while learning the capacities of her child. So, that's what I mean by believe the parents. If what they're saying is outlandish, you need to peel away the layers of that onion and figure out what is really going on and how can this possibly be true. Okay, relating to the children, I think some of the most important things are establishing a routine and being consistent. So, I, typically, lay out my lesson plan exactly the same every single time as far as what I'm going to do and the order I'm going to do it in. I will ask the parent every time for permission to do that order and, if the parent says, you know, I

think he's going to fade at this time, we should probably do that first, then I'll change, but when I change, I have to know that the child has an expectation that when I show up at the house, this much time goes by before we're playing with him. So, you just have to know that when you make a change, for some children, it doesn't matter, but for other children, it can. Then, I think, one of the most important things that we have to help parents remember is their children are acting their age. So, parents always want their children to perform for us. In my judgmental head, I'm like, this is so ridiculous, you do not need to perform for me, but, in their head, it's what makes them proud of their child. The problem is that, inevitably, it doesn't work and, so, before the session ever starts, they already are sad that their child hasn't performed and, so, I always have to say, you know, if you ask them to perform, they're going to act age-appropriately, and that is to disappoint you. So, I just always want to lay that out there, because I have no expectation that the child is going to perform, ever, even when I'm trying to get the child to perform. What I'm trying to do is teach the parent or caregiver strategies for working with the child, and the truth is, whether it works in that moment or not, it would be great, if it worked, because, then, I look really smart, but if it doesn't work, you should go ahead and keep trying that strategy anyway when I'm not here, because I'm probably interfering with the success of that strategy. Okay, so, now, we're going to go to the concept of embedded coaching. So, here is my rendition of traditional coaching and, so, for most of you, this is, probably, your life experience, that when you were learning how to be whatever you are, a teacher, an audiologist, a speech pathologist, your supervising person or your mentor told you that they wanted you to do X, Y, and Z with this child or patient, and you interpreted that, whatever the instructions were, in whatever way you interpreted that and, then, you did your job, and you engaged with the patient or the child and, while you were doing that, the person probably had, you know, the infamous legal pad and was writing, furiously writing notes, maybe, in today's world, that would be on a computer and, when you finished, the whole time, you're starting to sweat a little bit, like, are they writing good things or bad things, why are they writing, that's what you're thinking about while you're trying to perform and, when you finish, they then turn that legal pad around, and they start to tell you something, but you probably don't remember what they said, because all you were doing was scanning the page to find out if there was anything good on the page or is there more good than not good. So, when I was taught and when I was a mentor in my early years, we always had good at the top of the page, um, things to improve, so, instead of bad, things to improve and, then, comments, and I never looked at what was at the top of the page, my eye went straight to what did I do wrong and, most of the time, in my head, I thought, were you sleeping? Like, I did that. Like, I did it over and over again. Why are you saying I didn't do that? And, maybe, I did it and, maybe, I didn't, I don't know, but, in my head, I thought I had and, so, that, to me, is what we all do as traditional coaching or traditional support and, if that is an approach that you've been using with parents, where you are telling them here's an activity we're going to do, this is how we're going to do it, and you're going to go ahead and do it and, then, we'll talk about it at the end, and a reason that people do that is because they feel that if they say anything while it's happening, you're going to interrupt what's going on and, so, you wait until the end, but, the problem is, in the end, the moment is gone and, so, now, you make suggestions, but the person to whom you're making the suggestions doesn't have the opportunity to implement them and, therefore, they're not learning from them. So, that's my thing about traditional coaching, and I don't have any idea why, in America, our idea of education has taken, you know, hundreds of years to evolve to that is not the greatest way to do things. So, realtime embedded coaching has to do with giving those ideas and suggestions in the moment, so that the person can implement them, and you can see if it works or it doesn't work, and the person can see if it works or doesn't work, and it provides you the opportunity to say, yes, that's exactly what I was thinking, you did it and, look, it worked, or I think you're doing it right, it didn't work, try it one more time, let's see if we can get it to work and, if it doesn't work, then I'm going to change what I'm telling you to give you an idea that does work, because the ideas that you use for some children or some parents may not work for everyone, and you need to be able to give them a different idea. So, with the embedded coaching, together, you and the parent are going to decide what it is the parent is going to do, because in traditional coaching, the mentor tells you what to do, and you may or may not know what they mean, but you, sure as heck, aren't going to ask, and you may or may not even know how to do it, but if you decide together, then it empowers the parents to say, I really wish that I knew how to do whatever, can you help me do that? If you don't ever open up the opportunity for the parent to tell you what they want help with, then you don't have the same level of buy-in. You're going to have so much buy-in when you put it in the hands of the parent and, at the beginning, the parents aren't going to know what their choices are, what could they be learning how to do, or what is important and, so, that handout on techniques tells you that, if you're at the very beginning, you're looking at eye contact, joint attention, um, those kinds of things and, later, it's how do you get the child to be able to use complex language. So, that, sort of, sheet of ideas can give you some multiple choice ideas to give to a parent about what it is that you would, um, like to be working on with them. It also includes having the parent reflect on their performance and you, as the coach, providing some feedback. So, now, I'm going to tell you just briefly how this came about even. So, um, it's been a long time ago now, um, maybe, close to ten years, where I knew that the work that we were doing was good, but it just felt like we should be doing something better. So, I went and visited about ten different programs around the country that all claimed to be doing incredible early intervention things with parents, and I was really, I was kind of sad, because I was willing to admit we weren't doing the best thing, but I didn't see anything even as good as what we were doing. So, um, like, on the last plane ride home, I thought, you need to figure this out, like, you have an idea in your head that it's not right, so, now, you need to think of what would be right and, so, conceptually, in my head, I thought about this embedded thing and, then, I brought it back to my staff and explained it to them, and they all poo-pooed me. Like, we can't bring toys into the home, we aren't going to be in charge of the session, how are we going to know what the parent is going to do, we won't be prepared, all of those things, and I need to back up one second and tell you that there are two things in my career that I have been completely, like, against is, probably, the only way to say it. So, when Robin McWilliams, who became the person about, um, in the natural environment and not bringing toys into the home anymore, I, literally, convinced the state of Missouri to allow us to bring toys into the home, because I convinced them that it was a necessary thing for children who are deaf or hard of hearing, that we be able to maintain control for assessment purposes. Like, if we didn't bring in our toys, then how could we assess the skills of the children? It was total baloney, but I was so against this idea that we should be using the toys in the home that I got the state to agree with me, that I knew something they didn't know, which is probably true, but that was not the thing. So, that's how against it I was. When tele-therapy became a practice, I was so against it that I did a study to prove it was not worthwhile and, now, I do presentations on how to do quality tele-therapy. So, you just need to know that, because if your mind is open and you can look at things objectively and not take them personally, anything is possible, and I'm a huge proponent of no toys in the home for a plethora of reasons. My doctoral dissertation was exactly on that topic of providing support to parents in the home, um, and the end result was, at my program, if I see you leaving the building with a toy, I'm going to run you down in the parking lot, because it is so offensive, to bring something into someone's home, for a plethora of reasons. So, this is all about collaborating with the parent, and the word, expert, does still apply to you in the sense of you have a foundational knowledge base and experience with anarchs essentially, much wider variety of children, even if you're getting started, than a parent, but the parent is an expert in their own skills and knowledge and in their relationship with their child, and those two things must merge to be effective. That's what has to happen. So, I explained all this to my staff, they, you know, sort of listened to me, sort of didn't. I, then, said, so, we need to be doing this, and we meet on a weekly basis and, so, you know, everyone kind of looked at the floor for about three weeks and, after the third week, I

said, I don't care who tries it, but you all need to talk amongst yourselves and, when we meet in here next week, someone has to say that they tried to do this embedded coaching, and they picked one person. She came next week, and she said, okay, guys, it really does work, it's so much better. So, you just have to, with yourself, figure out how to make that happen. Um, again, I told them all the things, pick somebody that you can trust, explain it to them, let them give you feedback, all of those things. Um, the other thing that we did is we called our service parent education, and we changed it to parent support, and one of the teachers in my doctoral work actually said it during the focus group, she said the thing that helped me change was when you said we're not going to call it education anymore, we're going to call it support, and when I told the parent that, I found myself saying, I'm not here to educate you and tell you what to do, I'm here to support what you're already doing, and that is how she was able, in her mind, to flip, but she is the one who I still see leaving the building with a ring stacker. Mm-hmm. So, it's been a long time.

>> SPEAKER: I agree with everything that you're saying. Through all my years of experience, I haven't had to bring the toys to make the work work, and I know that we shouldn't teach, instead, we should support, but as a parent educator, sometimes, we have to teach, because they don't have any knowledge about their deaf child or their hard of hearing child and, so, we do have to do some education. How do we balance that? I think I would like to know more about how to do that. If we remove education and just support, how do they learn about their deaf child? So, that's my first question and, also, how do you assess without having materials in place?

>> SPEAKER: Okay, so, I'm so glad you asked that, because I don't want you to misunderstand. Remember, you have a 60-minute session. The coaching is one part of that 60-minute session. Providing information is another part of that 60-minute session, and you might find that there are days when you use your whole 60 minutes for providing information. That's okay. You just have to be aware that that's what happened. Okay, all right, the second question was, I already forgot. Oh, how do you assess. Okay, so, what you really need to be assessing are the parents' skills, because you're trying to teach the parent to be able to do something that he or she can do when you're not there. The reason that we really need to be providing support to teach skills to the parent is because, if we don't do that, the only time the child is getting the service is the one day a week that we're there for 60 minutes. So, we are measuring child progress and, so, um, we keep a word list, so we track every word that the children say. Um, we do use the McArthur-Bates word list inventory, so, if you're not familiar with the McArthur-Bates and you're looking for a means by which to track the child's receptive, that's what they understand and, expressive, that's what they say, vocabulary, that's going to give you that. There are a variety of different language rating tools that could be used. Um, in your early intervention system, there's, probably, you know, some communication tool that your people use, you could be using that. For the parents, I think your means of assessing is not only observing, but asking the parent, do you feel comfortable with this skill? Then let's look at the list of other things we could be working on and pick another skill to be working on, because there isn't, there's not really a rating form for the parents. A long time ago, Karen Rossi from the Omaha hearing something, it's not in existence anymore, she made, um, like, an inventory thing that was called talk around the clock, that was sold by AG Bell, but I don't know that it's even available anymore. Um, Russian Sheldon, so, they're the big coaching gurus, they have a form in some of their work that's, like, a provider checklist that tells you if you're doing a good job, they might also have a parent rating form. Um, I think your best assessment tool is the parents. Do you feel comfortable doing this? And then you would know. So, providing specific instruction, I really have touched on this. Um, assigning the amounts of time, explaining what you expect, and giving feedback throughout. Okay, this activity, we can't do, because the video will not play. All right, so,this is what I was talking about, about changing attitudes and changing expectations, that I had to encourage the teachers to stop bringing toys. Bringing toys sends the wrong message. Parents and caregivers need to be able to do the activities when you're not there, so if you bring a toy, well, this is what people say, well, I'll leave it, or I've known people who have gone to garage sales, they buy the toys and, then, they leave them. Can you imagine the message that that sends to a family? That what they have is so inadequate, you've purchased it on their behalf and, now, you're leaving it? So, you think you're doing them a favor, but if that's a choice that you make, you absolutely need to discuss that with the family before you do that. It might be appropriate on a birthday, it might be appropriate at Christmas, to get something, but I have known people who have gone to garage sales and bought all the toys that they wish the family had and shown up and, maybe, it did only cost them $20, but that's really, that's just not okay. That just sends the message to the family that their means is not sufficient for your service, and we don't want to be sending that message. Okay, I talked before about confirming that the parents are agreeable to the plan, to get input. It develops trust and respect and, then, it allows the parent to change the plan, if they need to. Okay, um, I have to skip this, because it was part of that video. Okay, that was the break that we're not taking now. Okay, um, so, Webster defines, um, coaching as one who instructs or trains. Wikipedia defines it as the practice of supporting an individual, and for our purposes, we're going to define coaching as the, um, means by which we facilitate interactions between an adult and a child, and it's about that facilitation, that's the word that's the key there. We're not telling someone what to do, we're facilitating what they're already doing. All right, and our goal is to identify the skills and capabilities that the caregiver already has. So, you may do just an observation of a parent engaging with their child and, while you're observing that, and that might even be, sort of, a tangential, kind of over here, you might be having a conversation and, then, you notice that the parent and the child engage in a certain way, um, and you're going to look for the things that you like that the parent is doing, the good things. There will always be good things. You can always find something that's good. Did you have a question?

>> SPEAKER: I'm training to become a deaf mentor at this time. So, when parents believe they want a certain way for their child, and they've decided that they want their child to speak, which I am not against that at all, but if I notice that, through the child's assessment, they're not making any progress, and the delay is getting greater, even with encouragement and coaching, there's no progress, and the parents are sticking with what they want, what do I do? Do I tell my boss that it's not working and, then, have them pick a different mentor? I mean, how does that work? What do I do, if we notice that the child's development is being stilted or delayed? Because I don't want to continue to go, if what I'm doing might not be leading to any progress. Would I let my boss go and then recuse myself and have them assign another mentor?

>> SPEAKER: Okay, so, as early intervention providers, we have an obligation to give non-biased information to our families, which is, essentially, impossible, because you have your own bias because of what you're comfortable with and what you know about. I'm just going to put this out there, and we'll see if you come back after lunch. Um, it is my honest belief that there is not a person in early intervention who does not want the child to have language and a means by which to communicate. So, if we all agree that everyone wants the child to have language, the issue becomes, is the language that the parent has chosen the language that you feel comfortable using? And if you don't, then you have to say I'm not prepared to do this, like, this is just not a good thing for me. There's nothing wrong with that. I mean, that's it, there's nothing wrong with it, that's just the way that it is and, so, if, as a deaf mentor, you are seeing lack of language development in spoken language, and your language is sign language, there, to me, that's a disconnect between you and the family, only because, I mean, it would be the same for me. If a family said to me, I really want to use sign language, I would have to say, okay, I know enough sign language to be dangerous, and I mean dangerous, like, in a bad way, you know? I know hundreds of single words that I can string together in English word order, and that is not going to be a language, that is going to give you some parlor tricks and, so, I can support you in introducing your child to sign language, but I can't be teaching you sign language, and I can't do therapy in sign language. So, I absolutely would have to recuse myself. Now, having said that, where I come from in Missouri, there aren't a lot of sign language options for children until they're 3, so we accept children in our school at birth to 3, and I am using my very horrid sign language with the students, and the only reason I feel sort of okay about it is because if the child has zero words and I can at least use single words to label objects, that's a good thing. Well, no, it's an okay thing, but I'm not conversing and then saying, you know, where is the, well, I could, probably, do where is the ball, but I can't go beyond that. Like, I've just learned some carrier phrases to get me to the ball, and that is not language. So, we, then, refer our families, because there isn't a choice, we refer our families to some programs in Missouri, which will give them a deaf mentor and might bring a speech pathologist into the home who can sign. So, I think the reverse is true as well. You might still be a great mentor to the family, but they might need someone else in addition to you, not instead of you.

>> SPEAKER: I just wanted to take a moment to add about deaf mentorship programs and having a team approach. The team approach as, you know, with the parent advisor, early interventionest, speech therapist, if we have a team approach to a family, assessment is part of that approach, and the question is do you go into the home at the same time? At times, yeah, we absolutely do, because it's seen as a partnership. We are seen as a team of providers for this family and, that way, we come to conclusions about the family and can work on those instead of differing opinions.

>> SPEAKER: Okay. All right, did anyone else have a comment about that? Yes? Do you have a comment? All right. Okay, one of our, our ultimate goal is to increase the independence within the individual, therefore reducing the parents' need for us to teach their child. I mean, there's a place for us to be teaching their child, don't get me wrong, of course, there is, but we're only with the child, at the most, one day a week for 60 minutes. So, even if we provided direct child therapy, no one can learn language one day a week in 60 minutes. You have got to be getting that language at some other time. All right, so, now, we're going to focus on adults, and my main comment here is just that we are victims of our environment. That is my, one of my favorite expressions. So, what you know and what you believe and what you do is based on your life experience, and when we think about coaching someone, one of the things that happens is we tend to coach the way we think we would like to be coached, and that may or may not be in sync with the person with whom we're working. So, we need to be sure that we ask the people with whom we're working, how can we be the most effective for you? So, it might be that we have what we're going to do written out on a piece of paper, and we hand it to them. It might be that we let them decide. It might be that, when we're finished, we have a handout that restates whatever we did. For my tele-therapy families, I'm able to send a note as soon as the sessions are over or shortly thereafter, because I've been able to type and take notes, which are not intimidating or offensive, because I'm not in the space, taking the notes and they're, you know, watching me. For my in-person sessions, it's much harder, and I'm always days behind, because I have to find the time to be able to write that note, but we need to ask, how can this help you? My anecdotal life experience is that all of the people for whom I've provided tele-therapy, not all, the majority of the people say thank you so much for the note, I keep them in a notebook and, on a good day, I love having them, on a bad day, I go back and read them, because they tell me what I'm doing that's right and what my child is doing, and it also has provided me with the progress my child has made. There are some parents who, after I've written X number of notes, I ask them, are these notes beneficial to you? If they say no, I actually don't even keep them, then I'm not going to write a note anymore, and you shouldn't feel badly about that. You're meeting their need, their need is they don't care about the note. So, here's some things we know about adult learning and adult learning styles, that when you're interested, you're actively involved, you feel valued, you're going to be more successful. When you can see immediate application, you're going to be more engaged. When you can make a connection, when you can have some influence over your learning. So, all of these things we've been talking about are very specifically related to this. This is what we've been, um, talking about, is making sure that the parents are engaged in their own learning to help them want to learn. The goal for you, as the coach, is to build confidence and self-esteem, to strengthen their competence, so, we do need to teach them some skills, to help them recognize what they're doing that's good. This is one of the hardest things. Most parents do not realize that they're doing a good job. I think when you're a student, you are always looking, you're more, um, reflective internally, you're more introspective, you're thinking about did I learn how to do that, did my mentor say that I'm doing a good job. I think that for parents, especially hearing parents of deaf children, on day one, they feel inadequate and, so, we're having to overcome that feeling of inadequacy throughout, essentially, almost the whole journey, until the child can really tell the parents what their needs are. Then we need to help parents recognize that they're having, um, successful interactions, because I think, a lot of times, they don't realize that that is, um, happening. So, that was an activity for you to do brainstorming, and here are the answers, so I'm just going to skip the brainstorming to make-up some time. So, these are the things to be effective. You need to be, you know, as I said before, understanding, respectful, empathetic, that you demonstrate a trust in the learner, and that's the parents, and I think this is the hardest part. When I did my doctoral work, what the whole focus group said, which was teachers, was I didn't believe the parents would do it. I didn't believe if I said, bring a toy, they would bring one. I didn't believe if I said, we need to pick goals, that they would even be able to understand what that meant. That's really putting yourself up here and saying I'm the expert, I know all, but that's how we were trained. We were trained to believe that we're the expert, we know all, and we need to impart our wisdom on those, almost, like, below us. So, we need to be collaborative and reflective, and we need to be a good listening and a good, um, communicator, and when we talk about being a good listener and a good communicator, um, being a good listener is not just to the words coming out of someone's mouth. Being a good listener is listening, quote, listening to the body language, to, quote, listening to the facial expression, to, quote, listening to how the person is engaging with their child. Are they anxious? Are they comfortable? It's listening beyond the words. That's what makes you a good listener. Being a good communicator lends itself to, when you communicate, are you clear and concise? Are you saying things in a way that this particular person is understanding? Are you, um, explaining yourself? Are you expanding? Before, when I talked about receptive and expressive vocabulary, you may have noticed, I said receptive, that's what you understand, expressive, that's what you're able to produce. Anytime I use a word that I think falls under the category of jargon in our field, I always define it in parenthesis after I speak, so that I'm not speaking down to the person and just skipping the receptive and expressive words, but I'm using them, assuming that they can understand them and, then, reminding them, this is what those words mean. So, in doing that, it's two-fold, it allows the parent to be at my level, but if they don't know the word, they don't have to ask, I'm defining it for them and, so, that is just how I talk all the time. I'm constantly using a word and then using the parenthesis to explain it, and I would do that in any situation, unless I was in a conversation with a professional that I knew understood me. Here we go. So, these are the components of coaching, and you have a handout that explains these, sort of, briefly. I'm going to go through each one of them. My, sort of, revised plan for the day now is, hopefully, I'm going to get through all of this talk. I was hoping to do some video. Yes?

(Off mic.)

>> SPEAKER: Okay. I don't, but at lunch, okay, if we end up needing more, at lunch, I can go and print more, so, if there's anyone who still needs them. Is there anyone now who doesn't have the handouts? Okay, so, we need two more copies. I will make those copies at lunch. Oh, there's one more. I can make, oh, actually, I can give you mine, I just can't give them to you till we're finished. I can give them to you at the end. So, we're going to talk about the introduction and joint planning, we're going to talk about the embedded coaching, we're going to talk about reflection and feedback, and we're going to talk about how we do joint, we revisit joint planning at the end of a session to prepare for the next session. All right, so, this is going to be, um, joint planning, and the parent is going to state the activity. Now, remember, at the beginning, this can't happen, the parents can't know what the activities will be. So, I like, oftentimes, to start with what is your absolutely most favorite thing to do with your child and, of course, inevitably, one of you, they're going to say we like to play in the snow. Okay, and it's July, and there's not any snow, so you're going to have to ask for their second favorite thing, or you might say what's your favorite indoor thing to do with your child. So, you might have to give multiple choice. They might be like, I don't know, I don't even know what you mean and, so, depending on the age and language level of the child, it could be a variety of things. It could be from just, you know, feeding my child, getting my child dressed, picking out their clothes to I love to play ball in the yard with my child or I love to take a walk. So, it could be anything. What you need to open your mind to is anything that a parent is doing with a child can be anarchs um, an interaction in which the parent is teaching the child vocabulary and language, and I'm going to go on my little soapbox about vocabulary. So, this is a topic that I go around the world speaking about. Um, we cannot have language, if we do not have vocabulary, and people often don't realize this. If you have ever worked with or are working with or end up working with a student who has a reading problem, the first thing to do is figure out if they understand any of the words that they're reading, because my guess is greater than 90 percent of the time, the problem with literacy is lack of understanding of the vocabulary. So, we have to be teaching vocabulary, and we have to be teaching single-word vocabulary. So, of course, that doesn't mean, whether it's in sign or spoken language, you can't sign, if you don't have the concepts and the words. It's the exact same problem and, weirdly enough, in our society, we don't really teach the children the signs. If we have a child who's 3 years old and is going to go into a school and get sign, people, for whatever reason, thinks that means an interpreter, and the interpreter isn't allowed to teach the child, they're only allowed to sign and interpret. So, there's no one teaching the signs. It's the biggest problem. You know, don't get me on my soapbox about language deprivation, but here I go. The deprivation is being caused by our system. Our system does not provide people to teach vocabulary to the children and, if they did, we'd be in a very different place. All right, I'm going to move on. So, we're going to have the parent state the activity and, again, you might be giving multiple choice and, remember, it could be, this is last week, so, now, you're planning the session for next week. So, the first session, it's going to be hard, because you can't plan, but, after that, at the end of each session, you're going to be planning for the next one, which is going to allow you to decide what the activities are going to be. Then, we're going to talk about goals. There need to be goals for the child, and there need to be goals for the parent, and those might not be exactly the same. So, if the goal for the child is to, um, have joint attention to a toy or an object, the goal for the parent is going to be some strategy to help the child get joint attention. If the goal for the child is to use, to imitate single words, then the goal for the parent will be to model the single words. If the goal for the child is to expand their utterance, however long that is, the goal for the parent will be to get the child to understand they missed some words. If the goal for the child is to ask a question, then the goal for the parent is to create a situation in which the child needs to ask a question. Do you see how they go together, but they're not exactly the same? Okay. Then, here's the hardest part of the whole thing. You, as the provider, need to figure out one thing that you're going to work on. The reason that I say one thing is because, if you hear me say one, and you hear me saying that in your head, you might only focus on three. Nobody seems to be able to focus on one thing and, so, you should target one thing, and the others are, sort of, just going to comein. So, if you're focusing on modeling single words and the child has a behavior, you might find yourself, all of a sudden, coaching how to address the behavior and, now, you've, sort of, broken the rule, but you might need to coach the behavior in order to be able to model the single word. So, you should keep in your head, I'm focusing on one thing and, then, as the coach, you need to help the caregiver understand what that's going to look like. So, if I'm going to be helping the parent to remember to model single words, I'm going to say, okay, I just want to make sure, what you're saying is you want to model, you want him to imitate single words, so you're going to model single words, do I understand correctly that my job, then, is any opportunity that you have to model a single word, I should make sure that happens? The parent says yes, and I say, okay, sometimes, I'm going to say model and, if you're able to come up with the word in the moment, that will be great, but if I see that you're struggling, I might just say the word, so, I say ball, say ball, and you'll know, oh, she's telling me I'm supposed to say ball, then I'll know to say ball. So, before the coaching starts, I'm telling the parent what that's going to look like, so that they're not confused when I'm, sort of, floating into what they're doing. What I say has to be concise enough that it doesn't disrupt the flow. Now, sometimes, it needs to disrupt the flow, and I'm hoping we'll have some time to show some videos, so, we'll see if that happens. Selecting the activities. It needs to be something familiar. So, I am going to tell you this story, because, again, I think it's a great example. This was back in the day when I decided what we were going to do, and I love making juice. It's an activity you can do with an 18-month-old, and you can do it with an 18-year-old. Okay, so, I'm talking about, like, a can of, you know, like, Minute Maid lemonade. So, it's frozen, you're going to open it, pour it into the pitcher, add water, stir, and, then, you get to drink lemonade. It never occurred to me in a million years that there were people who didn't drink Minute Maid lemonade. I thought everybody drank frozen beverages, that if it wasn't lemonade, it might be orange juice. So, I've brought to the session a can of the frozen lemonade, a pitcher, and all the spoons and the things we need to be able to make it, and some cups. The mom walks into the room, and I said, okay, I have frozen lemonade for today and, so, okay, let's just get started. I could tell, by the look on her face, that there was something wrong, but I didn't really know what, so, I thought, okay, maybe, she needs some help understanding how to get started. I said, okay, here's what's going to happen, you'll have, everything's in the bag, you could have, you could look in the bag and then have Raymond say that he wants to look in the bag and, then, you could, maybe, have him guess what's in the bag, and I'm going on in this way, and she's still looking really confused, and I said, have you not ever made frozen lemonade? She goes, no, I would never drink frozen lemonade. So, this is an exact thing of what we've been doing for a hundred years, bringing our really good activities and imposing them on someone else, and in this case, someone who didn't even know, like, I still don't understand, how can you not know how to make frozen lemonade? She never had. She probably still has never done it. So, this is a great example of why we shouldn't be picking the activities. So, I could have given frozen lemonade as a choice, if I'd given multiple choices. You know, you can make frozen lemonade, you could make Kool-Aid, you could take a water bottle and pour those little things into it. So, if my goal was to do that kind of activity, those three options could be my choices, to which she might then say, I really don't want to do any of that and, then, that's fine, because I'm going to ask at the end, do one of those appeal to you? And if she says no, then I could say, what would you like to do, and she might say, I love when we make fresh orange juice, I'd love to make fresh orange juice, which that would be fine, or can we please not do a beverage? I don't want to clean up the mess. That also would be fine. Okay, so, we need to select an activity the parent can do. In that case, I was picking an activity that she really couldn't do, because she didn't know anything about it. There were a lot of things wrong with it. She didn't know that was the activity until she showed up, I mean, I could go on about all the bad things. Select an activity the child can do.

Sometimes, we pick things that are not age-appropriate related to the child's, like, dexterity and skills. So, parents might want to, you know, make a sticker scene with a 2-year-old who doesn't even know what they're looking at and, to manipulate stickers isn't going to be a good idea, like, a craft of that kind. So, we want to make sure the child can do it and, then, we need to keep the expectations reasonable. Again, remembering what's age-appropriate for the child. Okay. All right, I think we'll be able to do this. So, I've got a video, it's going to be me, introducing, um, we're going to do the introduction and the joint planning to a session, so, this is just going to be, like, sitting down and, um, introducing the, um, session, so, I'm catching up, I'm doing that whole, kind of, give me a recap, let's get to know each other, tell me a little bit about his language level and, then, we're going to move into the joint planning. I'm going to ask her what she brought, what kind of things has she done. In this particular case, I've never, until this video, ever done parent education or parent support with this person. I know her, and I know her child, but I've never been the person in the room. So, a lot of my questions are very earnest, because I don't actually know what she's intending to do. So, what I think I'd like to do is setup the activity so that at, like, this front table, that you are, this is my demonstration of how to do an intentional observation, I want you all to be thinking about what questions did I ask, um, before we talked about the caregiver-child activity. So, what information did that give me, why did I ask those questions, that's what you're going to be thinking about. The back table is going to do what does the mom state is her goal for the child. This table should do that as well, what did the mom state is her goal for the child. Then, you guys in the middle are going to do what did the mom state is her goal for herself. The back table is going to do how did, oh, shoot, how did I explain the embedded coaching, so, that example I just gave of how did I explain it to make sure the mom understood my intention. Then, the last question is what strategies, so, that'll be you guys back there and you, Fallon, what strategies do I use to ensure my understanding of the mom's comments? So, when the mom gives me information throughout the video, what am I doing to make sure I'm understanding her, okay? This is going to be key, that piece, that how are we making sure that we understand is going to be key to you demonstrating how important it is to you that you're having a good connection with the parent, and that will, probably, empower the parent to give you better information when you're asking questions. All right, this is about a 7-minute video, so, we'll watch it through. Don't worry, if you don't get everything, it's just going to give you the idea, but, again, it's going to be me, doing that whole beginning part to the session, and it's long, it's 7 minutes, because I didn't know her. Oh, the videos that I'm using, I used for some coursework I did with Hearing First. If you are not familiar with Hearing First, you probably should be. It has a professional community and a parent community. It is heavily focused, more than heavily focused on listening and spoken language and, so, the people in the community are going to be very listening and spoken language-focused, but I think that there could still be some good ideas, because they give you a lot of handouts and ideas and suggestions, and I think that, almost always, unless it's a strategy where you're, you know, I don't know, doing something that I think might be offensive to someone who's trying to sign, you should be able to apply all of the strategies to sign language, because they're just about language development, strategies for reading books and things like that. So, I think it should be okay. So, I did some work for them, they made the videos, they told me I couldn't use them, unless I did what I just did, but I do like their stuff.

Are videos captioned? If not, can you please turn volume up so I can hear?

(video.)

>> SPEAKER: So, that was a lot. A lot of information, but a lot of, sort of, everything that we've talked about up till the actual coaching piece, um, today. So, you all had the question about what did I ask before we talked about the caregiver-child activity.

>> SPEAKER: I noticed that a lot of the questions before talking about the activity, um, the first question, um, there was a lot of clarification. Like, you were making certain that you understood exactly what she meant by what she was saying, um, and that, kind of, could guide where you went next, um, kind of with your next question. Um, you asked about the goals, obviously, with those being the next questions, and you also asked if she felt that he had adequate access, and you clarified, do you mean that you have, or you feel that your child has adequate access and is able to identify these sounds. So, just a ton of clarification and, really, making certain that you understood where she was as a parent, as, you know, a mom of a child who has goals, and she also should have goals.

>> SPEAKER: Yeah. I'm showing this video, because it's a little bit longer than what I would normally do at the onset of a session. So, we're going to see a different onset of a session after lunch, but I thought this was great for showing all of that back and forth and for demonstrating how little I had to talk to get information from her, especially when asking for clarification. I think it's really important not to assume that you're understanding, and my greatest example of that is if I asked you, um, you know, you say to somebody, when do you put the device on your child, and they say, oh, first thing in the morning, but if I ask you, what is first thing in the morning, some of you are going to say 5:00 a.m., some of you are going to say 6:00, some are going to say 7:00, some are going to say 8:00 and, so, if my experience is first thing in the morning to me is, also, immediately when I get up, but first thing in the morning to someone else might be when I get up, take a shower, and have my coffee. So, in order to make sure that I know how many hours of the day are available for wearing that device, I have to ask for that clarification. So, um, I'm very practiced in asking for clarification, and I do it in general conversation as well. That's just who I am. Anyone else at the table? Anything else? Anybody else in the room? Anything else about the kind of questions that I was asking? Go ahead. No? Okay. Um, I was asking to establish some rapport and to really get some information. Okay, the next question, I think, goes to the back and, then, as well, to the front, if we need help. What did the mom state was her goal for the child?

>> SPEAKER: As she kept talking, she actually continued to state a variety of things. I got that she really wanted him to learn that his, there is language he could use to communicate instead of using behaviors to let his parents know what he wanted. So, she wants to teach him that language has meaning, as well as just different sounds around him, his receptive language, that understanding is increasing, and he's demonstrating comprehension of the sounds around him, like, what everything he hears does mean.

>> SPEAKER: Does anybody from the front table have anything else to add? Fallon, you get to run.

>> SPEAKER: She wants her child to maintain eye contact during the session or during activities. Also, she wants him to say the word, um, rather than using gestures, body movement, or grunting. She wants him to say the word and, also, I think she was really clear about what she wanted. She wants to start with the ball, because that's what he loves, so, um, I noticed that as well.

>> SPEAKER: Yes. Those are all great things. She stated these things very specifically and, then, elaborated on them as she continued to talk, that gave us better information about, really, what she was looking for. She's really looking for that word-object association, and her perspective is he's the third, um, she has four children, he's the third child in the family with, um, hearing loss, so, she has some previous experience, and I think what she felt was of value to her children was having eye contact and looking at her face and getting all of those pieces in addition to just being given, um, the words. Okay, so, thank you all. Then where did we go to? You all for what does the mom state is the goal for herself? Is that what you all had?

>> SPEAKER: Um, she basically said that she wanted to focus on, um, she wanted to be more intentional, um, when she was working on activities and projects with the little guy. She wanted to use one or two words rather than cat, dog, horse, duck and, then, she also said that, um, well, you, kind of, she didn't want to overwhelm him and, you know, you reiterated everything with her and decided to, um, focus on focusing.

>> SPEAKER: Yeah. I think that she's a little bit, clearly, she's not articulating it well, because she said I want to use more than just one word, but then she said one or two words, which is almost the same thing as one word, because she clearly is worried about how many words should I be saying to not overwhelm him, but she couldn't articulate that, but that's, clearly, what she, essentially, said. So, yes, so, now, we have to figure it out. I've got to watch her interact with him, because I haven't seen that, to be able to figure out how many words can she say. I mean, my, the truth for me is, I'm guessing, if he's not using any words, she, probably, should be using single words, and she, because she's already done this twice with her other children, probably doesn't remember, I need to be using single words till he gets single words, then I can go to word combinations. Okay, so, then, we go to the table behind it. How did I explain the embedded coaching to ensure that she understood how I was going to provide it? Anybody?

>> SPEAKER: You confirmed the activities that she brought and restated the goals and, then, you pointed out to her that you would either be affirming when those things were happening, when, um, joint attention was happening or, um, focused vocabulary was happening and that, if it wasn't, you would help, um, to point out and coach opportunities to include those two goals.

>> SPEAKER: Yeah. So, do you see how, I just spent all this time telling you, focus on one thing and, now, how many are we on? Four? Five? Who knows, because that's what she said, and I couldn't pair it down other than to say let's just focus, and those other things, joint attention and eye contact, are part of getting him to where he needs to be to be able to learn. So, that's why I say set your goal for one, because all the others are going to just show up. Okay, then, the last group, the strategies that I used to do something, which isn't on this slide, does anybody remember what that actual question was? I can't see it. The strategies that I used --

>> SPEAKER: I think it was to ensure that she was, um, like, that you were understanding what it was that she was --

>> SPEAKER: That I would understand her comments.

>> SPEAKER: Yes.

>> SPEAKER: To ensure my understanding of her comments. Yes, perfect. Okay, thank you. Anybody from back there?

>> SPEAKER: Um, so, what I jotted down was you restated, um, asked for clarification, um, and you used specific wording, like, I think I'm hearing you say and, so, I understand that this is what you said and, then, asked for additional clarification, if needed.

>> SPEAKER: Yeah. Those are just basic counseling strategies. Yeah. Okay, I think we should break for lunch. So, let's meet back here 1:00 o'clockish. I won't start till you get back. If you're not going to show up after lunch, take your things, and I know I shouldn't be waiting for you. All right, thank you all and, hopefully, we won't have a fire event in the afternoon.

(Lunch break.)

>> SPEAKER: While we're waiting for the others to arrive, if you have any questions, now is when you should seize the moment.

>> SPEAKER: I'm not sure if this is anything you can answer for us, but as a deaf mentor or deaf people in the homes with family, we can't communicate all of the information like a person who can hear can, because we don't have an interpreter with us in the home, but I would like, in the future, to know how we might be able to develop some strategies for deaf people to provide virtual visits for coaching. We typically demonstrate, we don't necessarily explain our goals prior to coming because of the language differences. So, I'm wondering if you've heard of any strategies that deaf people going into the home could use to implement the coaching work that we're talking about today.

>> SPEAKER: I'm speechless. So, if anyone else has an idea, I did not realize that you would be going into a home, and you're working with a family who's speaking as a deaf mentor and, now, you have no interpreter. Oh my gosh. I'm really going to have to think about that.

>> SPEAKER: I was thinking that, maybe, I can bring that to the attention of the Clare Center at Gallaudet University, because they should be able to provide some type of training for deaf people in the home as to what to do in using these coaching strategies. I believe we can demonstrate what we're doing. It's the question of tell me what your goal is, what do you want to do.

>> SPEAKER: How are you communicating?

>> SPEAKER: Virtually, we will type to one another in the chat room, but it takes quite a long time, to be able to communicate that way.

>> SPEAKER: I'm speechless, because I'm completely flabbergasted. Sorry. I don't know why I said that word.

(Laughing.)

>> SPEAKER: I didn't expect you to have the answer, I just wanted to mention it. I think that could be, down the road, what can we do, as a community, maybe, Gallaudet University, in finding ways for deaf mentors to be able to implement these coaching strategies in the home.

>> SPEAKER: Okay. I'm going to walk back there, and this makes no sense to me. I don't understand how you don't have an interpreter. You, obviously, don't understand either. It makes no sense. If your purpose is to communicate some concept to the family, you can't do that without having an interpreter.

>> SPEAKER: So, I'm curious, if you guys were trained through the sky high deaf mentor curriculum.

>> SPEAKER: Yes.

>> SPEAKER: Okay. So, we just went through that training in Oklahoma. Um, I would highly recommend, would it be better, if I move over there? Um, getting coaching sessions through the trainers, because that has been something really beneficial that we've done in addition to the training, is they have a deaf coach who is coaching the mentors on how to improve those skills in the home, that, yes, one of the things that we realized over the course of training, because I thought the same thing at first, how are you going to communicate with the hearing parent, but they did a lot of, um, practice with each other, with, pretended with the hearing providers and, then, actually, bringing a parent in and, yes, there is writing, there is submitting lesson, you know, showing them, um, maybe, creating a power point of what you're going to do for the activities, but my understanding and, Katie, jump in, because she was, we're part of the deaf mentor leadership team for our, for OSD, was that the three goals are for the deaf mentor to teach, um, to interact with the child using ASL, to teach the family ASL, and to teach about deaf culture. So, I'm not saying coaching model couldn't happen, but I know that that's the way that that program is setup, is my understanding, but I would reach out to the sky high trainers and ask them for more support on that, because Jodee Krase is great at reflective coaching, and she's doing more one-on-one training with our mentors on how to do the coaching model.

>> SPEAKER: I'm just going to add to that by saying that, um, with the coaching model, like, going along with what you've been discussing all morning is that, you know, you could pay attention, like, oh, I noticed that you really did this skill with your child, in learning those ASL techniques, I noticed you raised your eyebrows when you asked a yes/no question, or I noticed that you made your child look at you before signing, something like that. Those are all those coaching techniques that you naturally do anyway.

>> SPEAKER: I think it's still awkward, just trying to stickulate those types of interactions, but I definitely will speak with Paula, to see if they can come work with our parent advisors who work with the deaf mentors. We have a team that all works together. We haven't necessarily worked together on this topic in particular, so, thank you for your feedback, guys.

>> SPEAKER: Okay, I'm going to go ahead and get started. We saw an introduction in planning with Madden before lunch, um, and worked through those questions of what did I do, what were the goals and all of that and, now, we're going to watch his older s sister,Ella, so it's going to be the same mom, and we're going to do the same thing. This is going to be a short clip, it's about 2 minutes, it's just going to be that, um, setting up the activity part, and we're going to talk about that and, then, we're going to watch the actual coaching, which will be a little bit of a longer clip and, so, we'll do the exact same thing we did before. Is there somebody still in the room for was going to do, well, actually, I didn't ask any questions before, so, let's just skip that. So, we're going to go down to what does the mom state is her goal. Are those people still in the room who did the goal before? Okay, and what does the mom state is the goal for herself, was that you all? Okay and, then, the back table was how did I explain the embedded coaching, so, then, you all and Fallon can become what strategies did I use to make sure that understood, no, that the mom understood me or that I understood her? That I understood her, I think. Yeah, what did I do to make sure I understood her. Hang on one second. Yeah, what strategies did I use to ensure my understanding of the mom's comments? All right, so, the video is captioned, and they have put a gray bar behind it this time, so that you actually can read the captions. I apologize for the other video. Oh, I think I did this. All right, so, here's Ella.

(Captioned video.)

>> SPEAKER: Okay, so, the first thing I want to tell you, so I don't forget, that's the real reason I'm telling you first, is that the mom said, as her goal, so, sorry that I'm spoiling it, but I'm afraid I'll forget, that she wants to work on the pronunciation of the words and, I don't know if you noticed, I just pretended like she didn't say that, and I just didn't ever talk about it again. So, that was the strategy that I chose to use under those circumstances to avoid having to explain to her why that isn't what we were going to do, because it was going to cause us to turn it from a language lesson into a speech lesson, and that's fine, it can be a speech lesson, but she'd already picked language, and I was just trying to keep her focused on only doing one thing, so I just pretended like she didn't say it, I just avoided it. So, the first group is going to be the group in the back. Oh, thank you, Fallon. What did the mom state was her goal for her child?

>> SPEAKER: So, aside from the articulation, um, the mom stated that she would like her child to use six-word utterances.

>> SPEAKER: Yes, and that she's going to, she doesn't care if she imitates them, but her preference is that she uses them --

>> SPEAKER: Spontaneously.

>> SPEAKER: On her own, yes. So, it could be prompted, because it's in the context of the activity, so she would be prompted by the materials and, maybe, by her mom, asking her a question. All right, then, we go here, I think. You're lost?

>> SPEAKER: We all thought that, none of us heard specific her goal for herself.

>> SPEAKER: Oh.

>> SPEAKER: We heard her talk about the goal for the kiddo.

>> SPEAKER: Oh. Maybe, we didn't say it. Modeling, yeah.

>> SPEAKER: Okay.

>> SPEAKER: And stretching the language, that was it. Yeah. Perfect. It happens fast and, so, I think if, in the context of what you're doing, you get ready to do the activity and you don't know, you should say, okay, wait, I have the goal for the child, I know what I'm doing, but you can't really know what you're doing, unless you know the goal of the parent. So, based on what I said I was going to do, which is I was going to count the words and then expand it to get six, that's how you know her goal was to use, she had to model six words, okay? Yep. No problem. Then, in the back, how did I explain the embedded coaching to ensure the mom understood my intentions?

>> SPEAKER: You said, from a coaching perspective, I will try to count the number of words that you used and she uses.

>> SPEAKER: Yeah and, then, remember, I told her that I would tell her, add more words, if that didn't work. Remember, I asked her, am I going to need to help you come up with the sentence, and she said, this is pretty key to what you're going to see later in the coaching, she said I might need help, because I'm in the habit of just saying what I say, and I might not expand the utterance, which is exactly what you're going to see is about to happen. This group was what strategies did I use to make sure I understood her. I can never remember what that is. My understanding of her comments, yes.

>> SPEAKER: I think just narrowing down, kind of, getting real specific about what she was going to do, um, through your clarifying questions.

>> SPEAKER: Yeah. Again, it's just those clarifying questions, really, holding her accountable for describing to me what it is that she really is aiming on. I think, this is another thing that's really important about the coaching, is helping the parents focus. You know, um, it reminds me of my oldest daughter, when I'd say, you know, go clean your room, and she would just stand there and look at the floor, because there was just too much, but if I divided her carpet with my finger and made lines in the carpet into four quadrants, then I could say, just start on the left and get that stuff cleaned up and, then, move to the right. I think the parents are the same way. Um, as overwhelmed as we are, think of how much more overwhelmed they, probably, are and that, if we can simplify, then that can help them, then it would be better.

>> SPEAKER: I have a question.

>> SPEAKER: Mm-hmm?

>> SPEAKER: Do you find that the last two bullet points ever, kind of, like, end up becoming, sometimes, the same, um, in terms of, like, what you're providing?

>> SPEAKER: Can you ask me that a different way?

>> SPEAKER: Like, do you ever find, like, sometimes, by you, um, like, explaining how you're going to be coaching her, do you ever find that that also, kind of, turns into you, um, verbalizing how you're supporting her or how you're clarifying?

>> SPEAKER: Yes, I think so, but I think that, I mean, just like I just said to you, I do that all the time. Someone asks me a question and, instead of just assuming that I understand the question and just answering it, I always will say, hmm, I'm not sure I understand your question, can you ask me again, to force the person to really narrow what it is they're asking, so that I actually can answer it. Um, I do it all the time. I've probably done it my whole life and, so, um, I think, for me, it's just a helpful strategy for communication. So, I think that can be helpful. Okay, so, gosh, I keep, okay. Wait, we saw that. Okay, we've already talked about this, about what realtime embedded coaching is. The coaching can occur before the session, so, that's, sort of, when you're setting it up. So, in this case, me saying I'm going to help you by reminding you to use a longer utterance or to count the words and make sure and, then, during is going to be the coaching that I do and, then, after, when we reflect, again, I'll, probably, be providing additional coaching. We already talked about this, about, um, doing a predetermined lesson. Again, you can see, in this case, she planned all of this. I didn't have anything to do with it, this is what she chose and, so, in this particular case, I'm a little stuck, because I did not have any control, she just showed up so I could videotape, and this is what she brought. Um, I gave you the handout on the different levels of the words, the number of words related to language that the child is using and, so, that gives you some ideas for the different kinds of, um, strategies and techniques that you could be working with the parent with related to the level of the child's language and, if we have time at the end, we can, certainly, talk about that more. We've talked a little bit about explaining the expectations, stating very specifically what you're going to be doing, and you want to do that before the activity. This, we haven't really talked about yet. So, when you're making the suggestions and the corrections, you need to stay really hyperfocused, again, that's why we're saying we're going to pick one thing, because you, sort of, start to stray as other things in the session might go awry, it's going to be important to be clear and succinct, because you're doing it while the parent is actually working with the child and, so, you can't say, like, a whole sentence or sentences, unless you're going to stop the session for that purpose, and you're going to see, I'm going to stop and have a conversation with her during this, and you'll see why when it happens. Again, you have to be careful to only make one suggestion at a time, because, otherwise, you'll overwhelm the parent. You can't really give two or three-step directions, you've got to give a one-step direction to be able to make it happen, and that's the reason why I keep reiterating to try to focus on only one thing. You heard me do this, oh, no, you're going to hear me do it. So, in my comments, I'm going to tell the parent what to do, and I might feed the parent language and, when I'm giving directions, I, sometimes, will need to explain why. So, you know, only model one word, otherwise, it will be too much, or you need to say a six-word utterance, that was your goal, things like that. Again, tell them what to do, but, then, remind them why, because the why is the part that really matters, so that they have an understanding. If you want the parent to be able to do these skills when you're not there, they have to understand why they're doing the skills or the strategies, okay? One thing that's important is to be responding to, um, all of the things that are happening during the interaction. So, the non-verbal things that we talked about before related to, both, the child and the parent, you need to be responding to them. So, if you see a parent, like, start to sweat, you need to realize, hey, we got to slow this down, and I need to give more positive reinforcement, or we need to take a break or, maybe, we need to restart. You don't want a really overly anxious parent to have a breakdown because you asked them to engage with their child. Like, you just don't want that to happen. I do have parents who the child doesn't do what they're wanting them to do, and the parent's, probably, having a bad day and, maybe, they had a bad time before they came to see me, and parents do just start crying. It's just frustration. They're working so hard, the child's not responding or, maybe, last night, you know, some other family member said, you know, why do you even drive to that place, you know, you're driving 45 minutes, can't you just do this at home and, now, they drove 45 minutes, and the child was screaming the whole time, and they're questioning themselves. So, you need to remember, there's all those things that happened before that you may not know about that, um, could be impacting the way the session is happening. Then, um, you heard me say to her, if you get stuck, just look at me, and I'll just tell you what to do, don't feel like you got to figure it out yourself. That's why I'm here, to facilitate. When you're giving the, um, comments and, really, especially for positive reinforcement, you want to be, um, sure to say appraising word, but follow it with an explanation. If you think about your own experience in life, when you've been trying to learn something new and someone says to you, oh, that's really good, you're doing a really good job, that was perfect, and you have no idea what they're talking about. You know, your impression either was you didn't do it well, or you might think that what they're talking about is different from what they're talking about. So, to make sure, in this case, that you're supporting the parent, you want to be sure to say that was perfect and, then, follow it with you provided a great model, or great model, did you see he imitated that? That was perfect, so that you don't just say great model, but why that was a great model the child was able to imitate. So, we want to use a lot of positive statements as much as we can. We want to just stick them in there throughout. Sometimes, I feel like the parents aren't even listening to me, but, what I can tell you is, I know they are, because, when I do make a suggestion, all of a sudden, it's happening. So, I'm giving this positive reinforcement, and they're not smiling, they're just going, going, going and, then, I'm thinking, well, I don't know why I'm talking, they're not really paying attention, but, then, I make a comment for a correction and, immediately, theyimplement it, so, I know that they are listening. So, these are examples, we talked before about, like, what is the language we should be using, so, these are examples of just positive language, the statement and then why it's good. So, I'll let you read that for a second. Okay. We had lunch. Well, I hope you had lunch. Okay, we don't have to review, because we're just doing it. Okay, so, now, we're going to break into five groups, we're going to watch the video of, um, Ella being coached by her mom. Yeah, that's what's going to happen. So, these are the things that I want you to pay attention to. There's some strategies that I'm using to help her mom expand her language. So, one group is going to do that, I'll talk to you about that in a minute. Another group's going to give examples of how I helped her understand and realize what Ella was really saying. So, the spoiler alert is her mom has, um, stated that she wants Ella to use six words. She's probably at the three to four-word level, and what's happening is the mom is filling in the missing words in her head and, so, her perception is Ella's talking in sentences. I'm sure those of you who have been working for two or more years, parents tell you all the time, oh my gosh, he's using whole sentences all weekend, and you're thinking, he has a vocabulary of 3006 words, I'm not really sure how that's happening. It's happening because the parent is interpreting the child's intent as complete sentences and, so, that's, in this case, what has happened with this mom and, so, I made, when she told me that on the front-end, I was skeptical, but, then, I thought I must be a crazy person, because why would she say that, if it wasn't the case? So, I just went ahead and went with it and, then, I think, in hindsight, it was a really good choice, because what happens, what you're going to see is she realized it herself while it was happening, versus if I had told her, I think she would have been, maybe, offended is too strong of a word, but it wouldn't have given me the same level of respect and trust as allowing her to come to it on her own. So, we'll be looking for some examples of how I helped her understand that, what strategies did the mom use to encourage Ella to improve her productions. I think it's important, in this context today, to look at that, because those are strategies that you could be teaching to a parent who doesn't already know those strategies. Um, you, one group's going to list examples of how I supported, um, Ella's mom, and the last group will list examples of positive reinforcement, so, did I say perfect and, then, what did I say after that to support the perfect. Okay, so, let's see if the people are still here. So, the way that I have it is this front table will do the strategies that I used to help, um, Ella's mom expand her language, the back table will do examples of how I helped her realize that she wasn't understanding the language correctly, then this table, the one in the middle here will do the strategies, um, that the mom used to encourage Ella, the back table

will do examples of how I supported her mom and, then, the three of you that are left on these side tables will do examples of positive reinforcement and the explanation, okay? All right, so, this video is part of a longer video, so, I don't want to show you the whole thing. Okay, this is going to be about 4 and 1/2 minutes long, okay?

(Captioned video.)

>> SPEAKER: Okay. There was a lot. Yeah. So, do you see how her expectation was so out of line with the child's capacity? But I think it was a nice example of what, over here this morning, somebody said, you know, something about, um, telling, how do you tell somebody when they're not doing the right thing, so to speak, and the choice I made, in this case, was I didn't tell her outright, I let her come to it on her own, and it happened really naturally, that I just was able to say, wait, wait, what did she say? And, then, when she said it, I said, she didn't say two and, then, she was like, oh, she didn't say two, I think I'm hearing two. She just figured it out after all those repetitions, that she was mishearing or filling in the blank. Okay, so, this front table has some strategies used to help Ella's mom explain Ella's language.

(Off mic.)

>> SPEAKER: Say it again?

(Off mic.)

>> SPEAKER: Yeah, what I just said about the two. That was one. Thank you. I helped you there. Anything else that she did?

>> SPEAKER: You stopped her and asked her to repeat what the child says and, then, she repeated to you what her child said and, then, you said, okay, help her do this.

>> SPEAKER: Yes. I had her tell me and, then, when she heard something that really wasn't there, then I had to point it out. That's when I did that. I was like, hmm, I don't think I heard two. She didn't argue with me, so, she must have, like, replayed it in her head and realized she didn't really say that. I think that's, probably, one of the things that happens all the time, that parents are filling in. All right, anything else from that? Mm-hmm?

>> SPEAKER: I loved how you said, so, who's doing the talking?

>> SPEAKER: Yeah.

>> SPEAKER: I was like, that is so good. I wrote that down.

(Laughing.)

>> SPEAKER: I think, related to coaching, the same thing happens, you need to be really careful when you're coaching that you're talking less than the person that you're coaching, because if you're talking equal to or more, you're just spewing, you know, a person just can't take in that much information and, in this case, it's my not talking that's allowing, like, my not telling her on the front-end, my not leading her down that path, letting her come to it is what allowed her to come to it, okay? Anything else?

>> SPEAKER: I don't know if you noticed this or not, but, in the beginning, when you were coaching, um, the mom, the child was looking at the mom and, then, she was looking, um, at you for a little while, and I think she was trying to figure out who, if she was being talked to or who's talking. I noticed that she was orienting her eye contact in that way.

>> SPEAKER: Yes. So, you can see that I set myself, I sat in a place where I wasn't, there was no indication I was going to be communicating with the child. I sat across from the mom, next to the child, to send the message that I'm working with you, I'm not working with the child. Um, I've, I have had, in the past, when this particular mom has been working, in this video, I've had pushback from people who are asking me why I'm not teaching the child and why is the mom the one sitting across from the child, and why is she sitting across from the child. So, no one has given me that pushback yet. An auditory verbal therapist might argue that the mom should be sitting where I am, so that the child doesn't have access to lip-reading. That is not the philosophy that I use. I think that the most important thing that we can do when children are learning vocabulary and language is give them every benefit humanly possible, because they're already struggling. So, there is, certainly, a time to do things auditorily only, and there are a lot of times for that, but not at the moment at which you're trying to teach something new. Like, the mom, and this mom in particular, I am not teaching this mom to be pointing to her chin, no one is doing that, this is a strategy that she must use at home with her children. Remember, she has three deaf children, it must be something she does to make sure she has their attention, so, that's just something that she's done on her own. I would be using an auditory strategy by saying their name and, once they looked at me, then speaking, but I'm not even going to address it. That's how the mom interacts with her children, it doesn't matter to me, it's not offensive to me, um, but it does offend people who are strict auditory verbal therapists, that she's consistently and constantly asking the children to make eye contact, but I think that when a child is learning, they need that benefit, um, for new information, and she never would have been able to understand nail polish remover in that context. I mean, that was just too hard anyway. Okay, so, then, that was the strategies that I used to help the mom expand her language, then we go to the back table of examples of how I helped the mom realize what Ella was really saying.

>> SPEAKER: Um, we were, kind of, chatting, we, kind of, saw that in a variety of ways. Like, you asked mom to, like, explicitly say what did you say and, then, what did your daughter say and the whole who is really talking, um, was a great, you could see the dawning moment on the mom's face. You also modeled the sentence for the mom first. You agreed upon what would be the six-word utterance that you guys were going to work on. Um, you questioned the mom to repeat to you exactly what she did say, so that you could point out that two wasn't in the sentence already. So, a lot of questioning the mom, a lot of allowing the mom to let you know what happened, so that the mom had a chance to think through it and, then, by the end, she was definitely picking up on, like, oh, that wasn't a six-word sentence.

>> SPEAKER: Yeah, and it didn't take very long. Did you feel like I was disruptive to what she was doing? No. I mean, I was, kind of, disruptive, because I was having to give those long explanations, which are not my preference, but, in this case, I was not just coaching, I was really having to try to make a point and bring her to that place, so I needed some of those longer things. Okay, thank you. Then, I think, this group here in the middle has what strategies did the mom use to encourage Ella to improve her productions, because this could be, these strategies that she used, she really has some nice strategies, those strategies that you're about to list are all things that you could be working on with a family when you're trying to get whatever the language level is to expand that utterance.

>> SPEAKER: Yeah. She used, um, acoustic highlighting and stress, um, even the chunking, when you pointed out the chunking, so, um, I heard a lot of the acoustic highlighting with the two.

>> SPEAKER: Mm-hmm, and repetition. She just repeated. She didn't always do a good job repeating it, she needed to add the two in there, but the concept of that. Anyone else at that table? Anything? Will you take the microphone? Thanks.

>> SPEAKER: Just, um, the modeling, she's modeling and, I mean, I don't know if, like, asking open-ended questions would be --

>> SPEAKER: Well, she was using prompting by asking a question. So, I would say that the technique she used to get Ella to talk was she asked a prompting question, which is totally legitimate.

>> SPEAKER: Would you say that when she gave the feedback, uh-oh, because she didn't do it quite right and asked her to do it, would you give that as an example?

>> SPEAKER: Yes, absolutely. Yeah. You know, she used inflection to get her attention and then used that to see if it queued her to know that something happened. Absolutely. She had some great strategies. She really did a nice job from that perspective. Okay, then, the back table, are you examples of how the mom was supported? A lot of blank stares. They're arguing over who should be the speaker.

>> SPEAKER: There was several that I saw. One of them, I'm trying to remember, you said, like, that was a great job and you, like, emphasized that she emphasized I want to, good job, and you explained the why after that, like, you made that six-word sentence right there.

>> SPEAKER: There was a ton of head-shaking, which is a horrible habit I have. I think everyone does it and thinks that they're talking out loud. Sometimes, in some videos, I can even see myself, like, I'm saying the words, but they're inside my mouth, like, you know, my mouth is moving, but nothing's coming out. Um, I think that head-shaking can be effective, if the person's looking at you and knows that you're shaking your head. I think, in this case, she's probably concentrating so hard on what she's doing that the only one being reinforced by the head-shaking is I, but it's just something that happens. When I see myself on video, it just reminds me of how important it is to be careful that I'm saying it out loud. Um, I have a great anecdotal story about this. So, years ago, I was looking for videotape, not that many years ago, and I told all the teachers who do coaching, I need everybody to videotape and, if you get a tape that shows providing positive reinforcement when you state the affirming word and then you give an explanation, I need a tape of that and, so, one of the teachers coming running into my office, and she throws the disk down on my desk and goes, this is the best tape you're ever going to get. This is a hundred percent true. I'm not going to exaggerate one bit of it. I said, okay, and I popped it into my, you know, she leaves, and I pop it into my computer, and I'm watching the video, and this is all that's happening. In, like, a 7-minute tape, she never said a word. So, I called her back into my office and said, have you watched the tape? And she goes, no, isn't it so good? And I said, well, let me just show it to you, and I popped it in, and she just stood there, and she said, I didn't say anything? Like, in her head, she had done a whole session and positively reinforced this mom over and over and over again, and nothing had ever come out of her mouth. It's just amazing, what our perception is of ourselves, even when we have a heightened awareness to what it is that we're supposed to be doing. So, you can see that, like, had I been there, coaching her, coaching the mom, I would have just, probably, said one time, you haven't said anything, and she'd be like what? Then she would have been talking after that, but because I wasn't there, it's going to take so much more effort for her to be careful, to be sure that she's talking, because she's going to have to remember that in the moment as opposed to having getting caught doing it and then correcting it. So, it is something that happens. We think that we're doing a great job when we're doing, sort of, a semi-reasonable job. All right, then the last, um, three of you, examples, if anyone had a chance to write down any examples of positive reinforcement and, um, the explanation. We'll let her go, then I'll bring the microphone.

>> SPEAKER: I jotted down you said, okay, so, that's perfect. So, providing that specific feedback and, then, that was perfect, you chunked it into two pieces. So, again, telling her what she did.

>> SPEAKER: Yeah. Doesn't that just seem so much more meaningful than if I had just said great? Because I don't know that she would have known what she did.

>> SPEAKER: I was actually going to say the chunking as well. I do have another one that I saw. You said you expanded it, so, that was perfect. So, you explained it first and, then, you said that it was perfect by giving the affirmation.

>> SPEAKER: You guys did a great job, because, I think, when you're watching the video, that's the hardest thing, you see it, but it's the hardest thing to catch and then write down. Fallon, there's a comment there.

>> SPEAKER: I just have a question. How old is Ella in this?

>> SPEAKER: So, I videotaped both of those children on the same day. So, I want to say that Madden is 2 and Ella is 4.

>> SPEAKER: Okay. All right, I couldn't tell in the high chair.

>> SPEAKER: Yeah.

>> SPEAKER: I was thinking, wow,7-word sentence?

>> SPEAKER: So was I, when that's what she said to me, and I'm like, is there something I've missed that has happened here? Yeah, so, she isn't, you saw, really, her spontaneous language, which is sort of prompted, was single words, and her mom's idea was that she was using five words on her own, and she was going to expand it to six. I mean, she was off by so much.

>> SPEAKER: Yeah. I mean, would you, in that case, so, you just, kind of, let her come to it on her own, that the goal was, it was too much.

>> SPEAKER: Yeah. Well, it wasn't too much in imitation, as long as there was a carrier phrase, you know, I want to, which I don't count, I mean, I don't count those words.

>> SPEAKER: Okay. Yeah, I was just thinking, would you ever say, you know, something like, well, we're, um, for a typically-developing child, what we would expect would be this and this.

>> SPEAKER: Well, the thing is, for a 4-year-old --

>> SPEAKER: It seemed like she was shooting high.

>> SPEAKER: For a 4-year-old, we would be expecting complex language.

>> SPEAKER: She looks smaller.

>> SPEAKER: Yeah. Well, even for a 3-year-old, you know, a 3-year-old, that's when you start to use complex language, so, you're using, you know, two simple sentences connected by a conjunction. She's not close to having a conjunction, but, um, the mom just didn't realize it, you know, and parents don't realize it. They think if you string a whole bunch of nouns together and there are no verbs, you still have used a five-word utterance, which, I guess, you have, but it's not a very meaningful five-word utterance. So, I think some of that is just educating the parents on language and, if that's not what you're interested in, it's kind of hard. We, clearly, are all interested in language, or we wouldn't be doing this, but if you don't want to be interested in language, then it's hard to even, really, kind of, understand what we're talking about. All right, any other questions about that? So, I'm quickly going to go through some challenges, because, I'm sure, you're thinking that all looks great on that videotape, but that's not how my sessions go. So, here are some, this is another philosophy of mine. You're going to get a lot farther in life, if when you present a problem, you have a solution. So, if you're asking someone to change something that they're doing, if you present the solution to the problem, you're going to, probably, get more than if you just say this is a problem, can you fix it. So, I'm going to try to fix some of your problems that I'm assuming are in your head. So, one of the problems is this, um, desire to step in and help the parent and, so, my suggestion is don't sit close enough to be able to take the child away from the parent. If you are in a room and you can arrange to get yourself enough feet away and, maybe, sit on your hands, so that you don't start to grab things to help the mother or the child, that could help you. One of the therapists, the same one who brings the stuff in her car sometimes, she almost broke her finger when she was doing tele-therapy, because she kept trying to reach the toys through the computer, and she would just slam her finger into the computer, trying to get the toys. I mean, that's a person with a real problem, trying to step in. Um, when she started doing, um, parent coaching this way, she started out using a chair in the room in which she was seated, so, the parent and child were at the table, and she was in a chair, and I said to her, you're going to have to put the chair across the room, because you can't help yourself and, then, I would just always, when we were learning, I would be circling the building, and I would just knock on the window, and it was like, back off and, so, she started out in this chair, and I can't tell you the number of times she scooched the chair all the way up to the table. So, we have an overstuffed chair in one of the rooms, and I said, you have to sit in the overstuffed chair from now on, because, that way, you won't be able to move it across the room. So, it is just really hard, if your nature is to make it go well, because you don't want it not to go well, it's very hard not to interrupt. So, you want to be careful not to take over the activity. Another thing to consider is the positioning of the parent and the child and then relative to you. You want to make sure, just as you would in any situation, that the child has good access to whatever it is you want the child to have access to, whether it's eye contact or sound or speech, whatever it happens to be. Then, for the parent, that they have access to being able to control the materials. So, in this case, you saw, like, she had all the materials in a bag that she had in her lap. She wasn't setting them on the tray next to the child, so the child couldn't just open the bag and get out what she wanted. This is a huge problem for many people. They put everything in front of the child and, then, they can't figure out why the child isn't paying attention to them, and it's because the child has access to the fun things already. Then you want the parent to have good access to the child, so that the parent can, sort of, be in charge of things. We talked about this, about, um, deciding before the session, we had that whole conversation, and our purpose is to be able to build parent confidence and to build the child's confidence. If the child is successful in engaging with the parent, then the parent's going to want to come back and have more activities with the child. If the child isn't successful, whatever that means, and if the parent is not successful, they're not going to want to do this, it's going to be too hard. We talked a little bit about the timing. You have to make judgments and, so, there will be a lot of missed opportunities, because, especially at the beginning, it's going to take you too long to figure out your response and, by the time you think of it, the moment will have passed, and you'll catch up on the next one. So, here's, people have brought this up, like, what about the parent that you, that you don't seem to be able to engage. Getting the parent to participate is one of the biggest challenges, especially if you, if your sense is that they're not interested, they don't care. I don't believe those things to be true, but when that's your sense, that means something to me. So, here's what I would ask you to think about; why are they not engaged? And you take responsibility for that. So, if I have a parent who no-shows and, then, they no-show again and, then, they no-show again, I understand that there's something hard about coming to the space or about not locking your door and, you know, hiding behind the curtains, but besides me judging them and saying they're grieving or they're whatever, I need to ask, why are you choosing, like, I know you want to help your child, you wouldn't have reached out to me, if you didn't want to help your child, so, what is it about what I'm doing or not doing that's making you continue to not let me help you? And there will be some percentage of people who cannot verbalize it, but for the percentage that can, then, you're able to help them, because, if the person says just coming into your building upsets me, then I can say would you rather have me come to your home? If the person says I don't even want to get in my car and drive here, because none of my friends have to do this, then I can support them by saying, it sounds like that's really hard for you, and they don't want me to fix the problem, they just want me to acknowledge it, and acknowledgment of the problem is, really, a nice beginning on the road to recovery for grief. So, we just need to think about that. I'm going to suggest, we probably won't have time to do it, there's a great YouTube video, it's called it's not about the nail. Has anybody ever heard of it? Yeah. It is the greatest video for, really, understanding this idea that we, as professionals, feel an obligation to fix the problem, and what we really should be doing just being emp athic and being an emp athic listener. That's really what the parent wants, is just us to acknowledge that what they're doing is hard, whatever that happens to be. The parent doesn't plan an activity. So, this is a bad one. You are counting on the parent to show up with, do you have a comment?

>> SPEAKER: We were just discussing, did you say nail, as in hammer and nail?

>> SPEAKER: Yes. It's not about the nail. I don't want to spoil it by telling you why that's the name, but, and if you're, if you feel compelled to look it up right now, you're going to laugh out loud, so, we're all going to know that you looked it up right now, okay? Um, another problem is when the parent doesn't plan the activity, it's a huge problem. So, I absolutely will not do a thing for them. I just, they've come to my space, they don't have an activity, I just cross my arms and say, okay, so, what will we do? And, then, sometimes, they'll say, well, go get us something, would you? I'm like, no, because, remember, you don't need anything to do the activity. If it's a baby, the parent could just change their diaper, they could feed them a snack. I mean, you already have the capacity to do something. You could play peek-a-boo, you could, you know, take their shoes off and put their shoes back on. It doesn't matter what you do and, if you're in my space, you, my shelf is there, you can, certainly, go to my shelf and get something, if you choose to, but what we have to remember is, if that happens, they haven't thought about the activity at all, and that's a little bit of what's going to happen to you in just a minute, when you are going to try to do this, and you won't have had any opportunity, you're going to have a little bit of opportunity to think about it, because I'm going to demonstrate first, but that's the only opportunity that you're going to have, so you're going to feel that sense of anxiety when you don't get to think about it ahead of time, and that is not the purpose of the activity, but it's the nature of the event that's making that happen. So, I'm very good about not telling the parent what to do, but the same person that takes the toys in her car and interrupts the lesson is the same person that says I cannot not tell them what to do and, so, that's what she does, because she just can't. I've never had anybody get mad at me. They've never said, are you kidding me? They just, I just exercise my right to use silence, we wait and, then, they come up with something. Parents who don't respond to questions or make comments, so, you ask a question, like, so, what about this was the hardest for you, and they just sit there, when that happens, provide multiple choice options. The problem is they don't know what an appropriate response is. It's not that they're not smart, it's just no different than any other situation, where you don't actually know what your choices are for the answers, so, give choices. When you're talking about what would you like to set as your goals or what would you like your target for your child to be, you might want to actually get out that piece of paper I gave you and show them that the choices in the section related to their child's language. Here's some different kinds of things we could be practicing, so, again, it's multiple choice, but, maybe, it's a list of ideas, a written list as opposed to an oral list. Sometimes, a choice of two. A choice of two is a great strategy for coaching, to tell parents, give your child a choice of two, because you can't move forward, unless the child does something communicative. So, if the child isn't doing anything, and the parent is trying to get the child to do something, you can say to the child, you know, do you want the cookies or do you want the cheez-its, and you're not going to give it to them until they do something, so they'll have to do something communicative, even if it's just pointing, which, then, would allow the parent to label the item that the child has chosen. So, that's a great strategy, and it's a great adult strategy, if the parent seems sad or confused or can't think on her feet, give a choice of two as opposed to a multiple choice of three or four and let them pick. Then, my favorite is wait time or silence. I have to exercise that a lot with my graduate students. I just, I literally say to them, so, it looks like this is an opportunity for me to exercise my right to use silence and, then, everyone looks at the floor and, then, I just wait and, eventually, someone can't take it any longer and, then, they speak up and, when they do, I say to the whole class, everyone owes her a beer, because she spoke up, and nobody else was willing to say anything. All right, then you need to be prepared, um, in a whole lot of ways. Keep your options open, because you're really living minute to minute here, and you really need to guide the parents to stay in control of the activity. So, you may, when they tell you what they want to do, you may say, I need a minute to think about this. You're, probably, going to see this happen, because I'm going to let you decide what my demo is going to look like, so you're going to see, I'm not going to know ahead of time what you're going to ask me to do, and I'm going to let you decide, so, I, probably, will say, just a minute, I need to think about that and, then, I'll think about it and do it, which is exactly what I would do, if I were with a family. Okay, I think, I'm trying to decide if we should do reflection or we should skip it for now. Let's skip it for now and do the activity, because then I'll do reflection feedback before you all do reflection and feedback from the activity. Okay, so, here's what's going to happen. So, I've brought construction paper materials to make a peanut butter and jelly sandwich, and I'm going to have enough that, after I demo it, then we'll all be able to do it. So, in a bag, I have some brown paper cut up, some purple paper, so, the brown is the peanut butter, the purple, obviously, is the jelly, there are two pieces of bread, there's a napkin, a plastic spoon and a plastic fork and, then, I have these cups, one is labeled peanut butter that you can pretend has a lid on it, so that, if you want to talk about opening it, you can, and one of them is labeled jelly and, so, you're going to use your imagination and pretend as if you're making a real peanut butter and jelly sandwich, because you wouldn't be making one out of construction paper with your child, probably. So, what I'm going to need are I'm going to need two volunteers, one who will play the parent and one who will play the child, and I will be the coach and, so, the emphasis of this will be on me and how I'm coaching and, then, I'm going to let you decide what the child's language level should be and, then, what the goal should be for the child and what the goal should be for the parent and, then, hopefully, all the magic's going to happen right up here. Yes?

(Off mic.)

>> SPEAKER: So, that was really smart. So, she's volunteered to be the child, so, you should come on up, and I'm going to ask you to take the seat here, because we, probably, won't need to see you as much as we need to see the parent and, um, you are allowed to misbehave, and you're allowed to not do what whoever turns out to be your parent decides that you should be doing, because that just means I'll have to coach that person through whatever happens. Do I have anybody who's willing to step in as the parent?

(Off mic.)

>> SPEAKER: Sorry about that. So, someone needs to be the parent. We all have to sit here until someone volunteers. It will not be hard. I'm going to tell you exactly, okay, so, here's the thing. Right now, you feel exactly like the parents do. Like, if nothing, thank you. We have a volunteer. I wish I had prizes. I should have thought of that. Okay, so, now, let's, so, you're going to take the seat closest to her. So, now, let's talk about this. What language level do you want to see? It's peanut butter and jelly, but I could do that for a 17-year-old who had fine language. It's not a problem. Do we want just, sort of, middle of the road, six-word utterances? What did you say?

(Off mic.)

>> SPEAKER: Two years old? Wow. So, that's fine, but a 2-year-old's only going to have, probably, two-word combinations. Is the group okay with that? That's great. That makes my job really easy. So, the child's going to have two-word, we're going to be trying to get the child to use two-word combinations, so, maybe, they happen sometimes, but not always. We're going to assume the child has some vocabulary. All right, and what about the goal for the mom? What do we want the parent to be doing? Do we want the parent to be doing two-word combinations? Or this is a smart child who has some language, and we're trying to push it to a third word?

(Off mic.)

>> SPEAKER: Expansion? Okay, perfect.

>> SPEAKER: No, I didn't mean expansion in that sense, but I meant, like, model having the child, sorry, let me go back. Having the child label a word and, then, be able to expand that into two words for them to mimic.

>> SPEAKER: Okay, perfect. All right, that's perfect. Is everybody good? Okay, here we go. All right, so, here's what's going to happen. We're going to pretend like this is, like, a loaf of bread, okay, and we're going to do this. So, we're not going to do the part where she says this is my goal for me, this is my goal for the child, we're going to focus on me helping her be able to do the activity. So, this is exactly what I would do in this situation. Here's the deal. We're going to try to get at least a two-word combination. If, what are we going to call you? What's your name?

(Off mic.)

>> SPEAKER: Katie, okay. So, if Katie says one word on her own, I'm going to push you to push her to give us two words. If, somehow, someway, Katie says two words, it's not going to be good enough, we're going to push Katie for a third word and, so, it might be, um, like, she says open bag, if she says open bag, I'm going to ask you to say open the bag, okay? Now, here's the thing to know. I'm sitting right here, don't be worried, I'm not going to let anything go awry, and I'm going to positively reinforce you every time you do something good, as long as I don't screw up, okay? Now, I have a napkin that we won't need until we eat the sandwich, so, we probably won't get there, I have a knife and a spoon, because I didn't know what your preference is for scooping peanut butter and jelly out of the jar. I think we should pretend that the jars are closed, because that will allow us to have another word combination, so, you can pretend that they're closed and, when she chooses the peanut butter or the jelly, then you can say, okay, but, now, pretend like you can't get it out and make her say open peanut butter, open jelly. Um, I would suggest that, throughout the activity, anytime you can, offer her a choice of two, so, when you get ready for the peanut butter and jelly, say do you want, whoops, I just dropped the peanut butter. Good thing it wasn't open. Um, do you want the peanut butter, or do you want the jelly? And you'll hold them up, so that she can decide, and she may just give you an eye gaze, she might not even say a word or, maybe, she'll point, or she might try to grab, so, be sure that you're holding the materials back, so she can't get to them, because I know Katie, and she has, sort of, a tendency to misbehave. All right, then, I think, so that you don't have to hold anything, let's put that there and, then, you might have to push up. So, Katie, don't grab any of that, just pretend like you can't, because that will just make it harder. All right, so, go ahead and start. Tell her what you're going to do. What are you making?

(Off mic.)

>> SPEAKER: Will somebody come and hold this microphone for me? Thank you. So, tell her what we're making.

>> SPEAKER: We're going to make peanut butter and jelly sandwiches.

>> SPEAKER: And tell her what you have there, so you've introduced her to the vocabulary.

>> SPEAKER: I have bread and jelly and peanut butter.

>> SPEAKER: Just say thank you, Katie, give it back.

>> SPEAKER: Thanks, Katie. Give it back.

>> SPEAKER: Then, maybe, push this away, so she doesn't grab it again. Katie really is percocious. Okay, so, now, you have to, sort of, start with the bread, so, I would just go ahead and make sure the bag is closed and, oh, she said bread, so, now, respond.

>> SPEAKER: Do you want the bread?

>> SPEAKER: Bread. Bread.

>> SPEAKER: Don't give it to her, because, once she has it, she's going to just hang out with the bread. So, hold the bread up and, like, shake the bag. Uh-huh. Okay, so, say tell me bread, please.

>> SPEAKER: Tell me bread, please.

>> SPEAKER: Please.

>> SPEAKER: Tell me I want the bread.

>> SPEAKER: I want the bread, please.

>> SPEAKER: I want the bread, please.

>> SPEAKER: Perfect. That was great. You gave her I want the bread, please, she's just saying please, we tried a couple times, we're going to move on. Now, she wants the bread. How are we going to get it out of the bag?

>> SPEAKER: It's stuck.

>> SPEAKER: So, turn the bag upside down and shake it and, then, like, pretend to open it and figure out if she'll say open.

(Laughing.)

>> SPEAKER: So, now, model for her. Open. Should we open?

>> SPEAKER: Should we open?

>> SPEAKER: Open.

>> SPEAKER: Now, she said open easily, so, let's try open the bag.

>> SPEAKER: Open the bag.

>> SPEAKER: Open bag.

>> SPEAKER: Now, praise her.

>> SPEAKER: Good job, Katie.

>> SPEAKER: Okay, now, open the bag and, then, ask her again, do you want the bread?

>> SPEAKER: Do you want the bread?

>> SPEAKER: Bread.

>> SPEAKER: Okay, so, this is, she's really doing a good job, being a typical 2-year-old. You've got to keep the materials away from the child. So, just put out your hand and ask her for the bread back.

>> SPEAKER: Can I have the bread?

>> SPEAKER: Mine.

(Laughing.)

>> SPEAKER: Just keep trying. Just hold it out there and point to your hand.

>> SPEAKER: Bread.

(Laughing.)

>> SPEAKER: Okay, so, give her one piece of bread. Okay, put that one back in the bag, and she might eat it. This happens all the time. So, I would let her eat it. So, you'll just make half a sandwich. Who cares? Close the bag. So, you have to do the whole thing all over again. So, now, she, sort of, knows the expectations, because you already showed her. She's going to have to say open, she says open the bag, so, that's great and, so, I didn't bring a plate, so, let's pretend like that's a plate. See if you can get her to point it down.

>> SPEAKER: Can you put the bread down?

>> SPEAKER: Okay, now, pull the plate away so she can't have it. Okay, now, do this with this.

>> SPEAKER: Bread. Bread, please.

>> SPEAKER: Perfect. Now, she said open bread, so, you, probably, should have said open the bread.

>> SPEAKER: Open the bread.

>> SPEAKER: Open bread.

>> SPEAKER: The bread.

(Laughing.)

>> SPEAKER: Okay, so, she's got it. So, just get that out, put it on your plate. Okay, now, I would give her a choice between the peanut butter and the jelly and, remember, the child might not actually know what the expectations are, meaning that the child doesn't even know how to make a peanut butter and jelly sandwich, so, at this point, it might be worthwhile to say, whether you use a spoon or a fork, you're going to have her pick, then you're going to have her open one of those and, then, put the other one over here and, then, you can ask her, do you want the spoon or the fork, to give her another reason to talk and, then, once she picks one, demonstrate scooping it out and spreading it on the bread, but, then, let her spread it and pretend like you're doing hand over hand. So, ask her, does she want the peanut butter or jelly.

>> SPEAKER: Do you want peanut butter or jelly?

>> SPEAKER: Jelly.

>> SPEAKER: So, say, not the peanut butter.

>> SPEAKER: Not the peanut butter.

>> SPEAKER: Then say, tell me, I want the jelly.

>> SPEAKER: Tell me, I want the jelly.

>> SPEAKER: Jelly.

>> SPEAKER: Just say I want.

>> SPEAKER: I want.

>> SPEAKER: I want.

>> SPEAKER: Jelly.

>> SPEAKER: Jelly.

>> SPEAKER: Jelly.

>> SPEAKER: Okay, now, show her that it's not open.

>> SPEAKER: Open.

>> SPEAKER: Oh, nice job. So, now, say open the jelly.

>> SPEAKER: Open the jelly.

>> SPEAKER: Open jelly.

>> SPEAKER: Okay, perfect. So, now, you're going to open it. Now, you have to ask her, do you want a spoon or a knife?

>> SPEAKER: Do you want a spoon or a knife?

>> SPEAKER: Knife.

>> SPEAKER: Okay, now, don't do that.

(Laughing.)

>> SPEAKER: Yeah. Exactly. So, this is just showing you how much you have to keep the materials from the child. Every time you give the materials to the child, the child is going to do something that's going to interfere with what you're trying to do. So, just keep the materials back from the child. You'll probably have to do it two times or three times and, then, they'll understand that they're going to get it eventually. Um, if I had been doing this in real life, I, probably, would have said to the mom, have you ever made a peanut butter and jelly sandwich with the child before, and if she says, yeah, we do it every day, then I'd be like, okay, we don't have to explain it, but if she said, no, I've never done it, but I really want to do it with her, then, I think, first, we'd have to have the mom make a sandwich and demonstrate what the expectations are and then do it with the child. All right, have you had enough? Are you ready to do it yourselves? Okay. So, here's what's going to happen. You need to be in groups of three, so that you'll have, thank you, round of applause.

(Applause.)

>> SPEAKER: Thank you so much for volunteering. If anybody needs me to quickly run through what else can happen with that, I'm more than happy to do that before you start. So, now, what's going to happen for you is I have bags that I'll give to, or, Fallon, can you hand out the bags for me? So, in here, there are, it's already packaged, there's a bag and, then, there's a cup that says peanut butter and a cup that says jelly. So, you need to be in a group of three and, then, you're going to have one person who's your professional who will be the coach, one person who will be the parent, and one person who will be the child, okay, and you'll do what just happened and, so, what we have to decide is, I think, maybe, what we'll do is we'll put you, I think 3 minutes will probably put you over the edge of having to coach, so, I'll set a timer, and we'll do it for 3 minutes and, then, you'll switch roles and do it for 3 minutes and, then, we'll switch roles and do it for 3 minutes. Um, like, I could coach all day, and it wouldn't make me anxious at all, but if you haven't done it this way, 3 minutes is going to seem like a lifetime and, so, I think that reminds us that when you do start to do it or you do try to do it, that you say to the parent, I'm only going to do it for 5 minutes. That back table, I think, Fallon, do you need another set?

(Off mic.)

>> SPEAKER: Oh, okay. Yeah. So, if you're at a table where there are four of you or not six of you, yeah, just come together as a group of three and, then, we need to make sure that there's a group, are you coming to the front? Perfect. Okay, these people are coming to the front. Did it turn out, or are there people now missing? There were 27, so it made sense, we could divide by 9. Just stay at that table and, because we're going to do it three times, just make sure everyone gets to participate to some degree. So, will you be able to sign enough to make it happen? Okay, perfect. Thank you so much. So, right away, what you need to do is decide who's going to be the professional, who's going to be the parent, and who's going to be the child. So, I suggest that, at this table of six, three of you just move to another table, so that you won't interfere with each other and, then, as a group, you all should decide do you want to just do what we just did, a 2-year-old at that language level and, if you don't, go to another language level, that's fine and, if you're stuck, just yell, and I'll come help you, okay? Fallon, did you want to participate?

(Off mic.)

>> SPEAKER: I'm going to let, oh, okay, perfect.

(Off mic.)

(writer standing by.)

>> SPEAKER: Do you want to take just a brief break? Like, maybe, 7 minutes? Let's do it. So, let's just take a brief break, let everybody get up, move around, go to the bathroom, do whatever you need to do. So, let's take about 7 minutes.

(Break Taken.)

>> SPEAKER: All right, let's go back and get started. All right, so, let's get started. Let's go ahead and do our reflection for this and, then, we'll go back and talk about, um, I think this might even be more meaningful, to do it this way. So, what I'd like to do is think about your role as the parent and, when you were the parent, what about this, these are the questions, what about it was easy? What about it was challenging? Was there anything about the experience that was surprising to you? What did you learn from participating in this experience? And what can you take away from the experience and apply to what you do to your practice? Those are going to be the questions that we're going to use, I think they're the same for each of the roles, but, right now, let's just focus our energy, so, we're kind of hyperfocused on the parents and, so, um, if you think back to when you had had that role of the parent in this, and I don't really care which question you answer, but if no one talks, then we'll go through one question at a time. Anybody have a comment?

>> SPEAKER: I raised my hand.

>> SPEAKER: That was very good of you. I wish I brought candy, but I forgot.

>> SPEAKER: Um, what did I learn from participating in this experience? So, as a parent, I learned, well, it kind of reiterated it, although making a sandwich with my child is something I probably do every day, and I have made sandwiches for years, it was so much different, having someone sit on side of me, because I feel like the, the way I used to do it, it wasn't right or it wasn't good enough, and she was going to be judging how I did it. So, in my mind, at first, even though I wasn't a real parent just then, in my mind, at first, I was so stuck on if I'm doing it right and, so, it just reminded me that, a lot of times, parents, we feel judged, we feel as though what we're doing is not right and that the people coming in are experts and they know more than we do and, so, they're there to tell me I was doing it wrong.

>> SPEAKER: Yeah. I think that that's exactly the problem. It was a little bit like when I said, okay, you know, who wants to do this and, then, everybody just, kind of, sat there. You immediately were like the parents. You really didn't have time to prepare, you didn't have time to think about it and, now, someone is going to help you, but, really, are they helping me, or are they going to judge my capacity to do this? All of those kinds of things. Some of the language that I use, often, as I, because I know that's the feeling, is I'll say, please, understand, I'm not judging anything about your parenting, I'm not judging how you make a peanut butter and jelly sandwich. You should do that the way that you do it. What I'm here to do is to help you, help your child develop the language that goes with making a peanut butter and jelly sandwich and, what I'm hoping is that, by doing this, you'll be able to make other peanut butter and jelly sandwiches in the next week, but, eventually, the skills that we learn and the things that we talk about will just become the way that you interact with your child and, then, you won't be thinking about it at all, it will just be this is how I talk to my child. I mean, as a person, as a mom, I have four children, and my children were 0, 2, 4, and 6, so, I had four children under the age of 6, people stared at me all the time in the grocery store, because I had four children, for starters and, then, because of the nature of what I do, everything we did was, like, being in preschool. So, when we got to the grocery store, you know, the infant was in the cart, but the two older children had, like, you know, some kind of index card or something that they had that told them what their job was in the grocery store, and they had to, they were responsible for finding certain foods and, then, the other one that was in the cart that was only 2 was responsible for them to hold the bag, because I always was doing, I always had to do these things by myself, because my husband was at work and, so, people were staring at me anyway, so, I, even then, as a mom, I was like, they're judging me, they're wondering why I'm dragging my children through the grocery store and running preschool, but it kept them engaged and from running amok in the grocery store. That was my real purpose. So, I think that parents just need to understand that, by tweaking the way they interact with their child, they can expedite the acquisition of language, whether it's spoken language or sign language. If they're engaging with their children in a way where they're always teaching them language, then it's going to cause the language to come more quickly. It looks like there's a comment back there and, then, there was one here too. I think she's first and, then, Katie.

>> SPEAKER: It was pretty eye-opening, to be the parent, and I think it was based off of also being observed and not being used to being observed, um, that when the coaching would happen mid, um, activity, I found myself trying to listen to the coach, but, also, I would get caught up in I was trying to think of the next part of the activity anyway. So, it drew a lot of attention to, oh, I have to pay attention here, but, then, I also have to backtrack, because I wasn't thinking about it in the moment. So, it made me rethink a lot of my actions as I was doing it.

>> SPEAKER: Yeah.

>> SPEAKER: For me, it was just a good reminder of how much language we do use during something so simple as that. I mean, a lot of times, I'm like, okay, we're going to open the bread, we need the jelly. I don't even consider open the bag, you know, emphasizing those things, like, okay, we need bread, we need peanut butter, we need jelly, like, not that step-by-step, how much language do we actually put into that process.

>> SPEAKER: Right, and are you doing it, or are those all missed opportunities? Um, you know, there are people who say that parents should be like sports radio commentators, that they should be narrating what they're doing, and I think that that's good, but I think it needs to be narrated in a meaningful way and, so, if the child only has single words or no words, narrating, you know, a story with all that is just, it's sort of an exercise in learning how to narrate, but it really isn't going to be meaningful and, if you have a child who, um, doesn't have perfect access to sound or good access to sound, then the only times it's going to be meaningful is if you know you have the child's attention, because they're not going to pick up language that's happening over here that they're not paying attention to. Anybody else? Any comments about being the parent? Was there anything that was surprising to you that you really didn't think would happen or that you didn't expect to have happen?

>> SPEAKER: It was hard to pay attention to instructions that were being given to me and pay attention to Lucy and give Lucy what was being given to me.

>> SPEAKER: Right. So, that's an activity that's going to have to happen over time. Like, you're going to have to figure out, you're going to have to work to figure out how much, I mean, I'm guessing that you didn't feel like, when you watched me doing it, it just seemed like it was nothing, and she was just doing it, and it just happened, but, remember, in her case, I did stop, I actually stopped the activity sometimes and conversed with her, because it was going to change the way she was interacting with her child, but not always. Um, that doesn't happen always. Honestly, sometimes, I'm just sitting and hanging out, because the parent's gotten to the place where they don't need me until they get stuck. It takes a long time, and it takes experience, but I think the hardest part is that first step of having a conversation with someone that you would like to coach them to change things a little bit and, once you can bring yourself to having that conversation, then, after the coaching, you can say to them, how did that feel? And if they say to you, well, I felt like I wanted to listen to you, but I was focused on my child and, so, I think I missed some things that you said, or I feel like I missed some opportunities with my child and, then, you just have to decide, okay, should I, again, focus on one thing. Sometimes, it, probably, was because, maybe, the person working with you today wasn't focused on one thing, and something new happened, or the other thing is once you learn that every time a container can be opened, that you're going to say open and open the whatever, then the coach doesn't have to correct that anymore, because you've learned how to do it and, so, right now, in this moment, what everyone was learning as the parent was all the things you could be saying for this very simple activity, but once you learn that, that should transfer to all activities that involve opening something, then you won't have to have that correction anymore.

>> SPEAKER: I was just going to add, in a situation where we're kind of similating, you know, when you're already a caretaker, you have some, you know what their prior knowledge, you know what their experience, you can anticipate, like, what steps to skip or what they're going to have, you know, be clueless about or whatever, so, it's kind of hard to, like, role-play when you're, like, not sure of the response versus actually, probably, being in that parent's seat, it's going to flow a whole lot better.

>> SPEAKER: Right. You're going to know the vocabulary of your child, you're going to have, you're going to know what they know about peanut butter and jelly, you're going to know if they like it or if they don't like it, you know, all of those things. Absolutely. Anybody, anything else? Okay. Let's go to, um, wait, let me skip that.

Can host please check Zoom chat please?