>> Good morning, excellent. It is right at 11:00 , so we are going to get started, hold on one moment. Captioning is working? Terrific. Today we will talk about promoting the power of siblings for national development and it is a pretty fast pace presentation, we have a lot to share , so you will ask that questions be saved until the end and we will try to save some time for your questions at the end. If for some reason that is not work out we will park ourselves right outside in the hallway and you can find us there. This is not changing the slides , so give me one moment.

>> Can we give a round of applause for our technical guru for the day? I don't lose sleep about a lot of things, but I lose sleep about that. My name is Valerie Abbott, I am first and foremost the parent of the child with hearing loss. She was identified at 34 months of age. I am a one through six family educator and yesterday announced that I will be joining early intervention in two weeks. I will be in early intervention us in just a few short weeks. Judy, do you want introduce yourself?

>> Hi everybody, I am a teacher of the deaf and hard of hearing . How many early interventionists? One of my favorite things. Recently I started as a program director for special services , it's one of agencies in Virginia were we will be able to serve children across the state of Virginia that have hearing loss in those rural areas are underserved areas who don't have anybody. And we have a list of service providers that I can link from across the state and the one and only good thing that came out of Covid is we cannot provide those telehealth services which we connected before Covid. It's a new program, a new pilot and we are very excited . The other very exciting things that Judy was our family's early intervention provider when my daughter was in the service . This is a full circle moment for both of us to be presenting on a little bit of our experience from way back when. Disclosures, I have a few disclosures to share. I am the author of a children's book about late onset hearing loss and I serve as the director of a company called - - which improves outcomes for children who are deaf and hard of hearing by improving community awareness about the prevalence of late onset hearing loss. I serve as cochair of the Virginia EHDI advisory committee but do not receive any competition for that. Judy has no financial relationships, she is also cochair of the Virginia EHDI advisory committee. Our learning objectives are fairly straightforward. We want everyone to understand why siblings and extended siblings will be excellent language role models . For you to have an opportunity to develop strategies for families engaged siblings in everyday learning opportunities and to understand the role that siblings play in some historically underserved communities. So, siblings.

>> Let's start off with us to think of that we are talking about because we won't talk about siblings, it's the obvious. Many of our cousins have his extended family members the other lived there very often and babysit, also those neighborhood friends that are over often and become this extended sibling . We arranged play date friends for our families, some live in more rural communities and they have to kind of arrange those play dates . Grandparents, aunts, uncles and probably many many more. So, the one thing that we know for any family in early intervention is that the pressure we put on the primary caregiver is very real. When a family begins other journey with their child with hearing loss, there is so much information in the beginning. We first share that with the family at the engagement with the child will be paramount to his or her success in acquiring language. We stress that they must make their home and their life say style very language rich all day long . We want them to talk through their daily routine , narrator day if you will, with all the errands, activities and everything going on in the home, narrates. Sometimes you have to set out the language environments and when the language does not call in your day, you kind of create what you need. Then, within those very busy times, we want you to set up interaction so the attempt to imitate Stilson that vary busy day. There is so much more, this is a short list. What we are doing to these families that are new to this journey .

>> I am a parent, how many of you are parents? How many of you are also working and doing the laundry and running the errands and coordinating the dates and dealing with the vaccination schedule and the school paperwork ? Summer is coming, people decide for camp and dinner, we have to feed people . We want our families to have all these things present so we are greatest great opportunity for language learning , but we are also completely overwhelmed with the regular everything , every other thing that is going on . That is a part of the stress level that we need to acknowledge is present for all parents. So, enter that extended sibling dream team . When Valerie had first approached me about how to share , because one of the things with her daughter, her younger daughter who had a hearing loss and that the older daughter, she mentioned to me , really the way that you included the sibling in the therapy and extended it really was a huge impact on her language acquisition and her success. I said well, we present them and decided to look a little bit closer. What does the research tell us about using siblings? It is very interesting, there is a lot out there. One of them to talk about using siblings in the home and with children with language delays or hearing loss that sometimes they were great role models for the language learner , could be an older sibling and the younger sibling. There is consistent social interaction and the other part of that we also did read quite often that female siblings that older had a more positive impact in the mail siblings that were older. There was a lot of research on that siblings are a great intact. Then, I was say 50-50 on whether or not firstborn children and children without siblings , do they have higher language course than those who do? Research is saying that siblings are good. We found that sometimes that is not the case. Parents have more time and attention and the are you talk about all the challenges in your day to devote to language goals when it is just one child. We had multiple children's mother more resources and opportunities. One child, more money. More children, your spreading at dinner and you have less time and less chance to take care of those . Great research at the library, two of the kids don't want to go so it is not so easy. Enough for any child the comes in with a language delay, age-related hearing loss - - then I ran across this research , I have my notes correctly here, it was out of Taiwan so I wanted to make sure, it was done in June 2022, it's more of a longitudinal study . It assessed the association between sibling presence and changes in language, trajectories of children with developmental and language delays for any number of reasons. This is all before they reach school age. It's been over a number of years and is a more in-depth study, so I like this one. What is the result of that study? That siblings in the home does not necessarily mean that there is increased language access for a young child with developmental or language delays. But, sometimes this relationship needs to be actively modulated. So, the findings and most all the research that we notice did state that when we can promote sibling mediated interventions and include siblings as active treatment implementers, rather than just the passive bystanders, they were improved and more positive language outcomes. Breaking this down at me as an EI person , even when I did with Valerie's family include the sibling some early intervention as you know , who was there in the house, my favorite story is when I had triplets. One of them had a hearing loss and we called it octopus therapy. There were legs, arms and people everywhere. We include them . This research even goes a step further . It was noted that when a sensitive and caring sibling was provided the right resources could add another valuable participant for the language development. Overall, anybody was multiple children like cats and dogs - - family members become part of this language learning process. So, how do we cultivate the siblings? How do we cultivate that sensitive and caring sibling when sometimes they are not always caring and sensitive? How can you take advantage of the unique and important role that they play in the family? The first thing is we need to get to know them. We need to get to know that sibling in the time they had without family. What is the role in the family? Are they introverted or extroverted? Are they interested in something specific? They are obsessed with something very specific . What are their language and literacy skills ? Are the strengths and weaknesses that sibling may possess that we must be aware of in order to leverage them . As important for us to remember that we need to know the sibling in order to leverage them because if we do not know them, we cannot use them as a tool. So, as we talked about in the beginning that diver sibling group may also be apparent , and they are a big asset in the role as they become a peer partner with the child in the way to the primary caregiver is not. But, we are still using them at that language model peer. The goal is to create that language model peer , but also that person steps in the same role as a primary caregiver is trying to do with the child hearing loss and learn the language. Then, looking at this closer, this is especially helpful for children who are not in a job there setting that maybe only children. So, how do we engage the sibling with the language learning child? We will talk about a few strategies and how this happens. My model is in the same way that the provider is modeling for the mom. To give them an opportunity to be the teacher . Sharing the goal. The goal today with that sibling Cindy group is she needs to ask for two words for something in the pantry and everyone is in the same page and knows what the expectations are. Teach turn and play, and a great opportunity because that peer partner where sharing can be hard and taking turns awaiting can be very hard , they have the opportunity to help with that. Reading and telling stories, going quickly because I am trying to stay on time you guys. Great joint attention activity , the child can be the helper. Singing songs is always a favorite song . Just talking about what they notice in their day, what are you seeing out the window. Let's talk about it, their playing ball, the child is kicking the ball, become the sports announcer for your sibling. Encourage them to get positive feedback or models back to the child and brings them to where the parent is functioning as that person. I love simple recipes another joint activity and is also pairing motor movements with speech which is another level of learning. One of the things that we had to adjust in our family dynamic was when , there was a new skill emerging , waiting, watching and in some cases counting it down. Giving her enough time to manage through new language skills. We had to model that so Mary Claire could see that this is the new normal. I always like to leave you with one resource. This is the family guided routine intervention at FG RBI .com. It is a website that is put together help for early intervention in the home . It is something I use because I am also an instructor at the University for early childhood special ed grad students, this is something that I give them to kind of knowing you are going in the home , we are trying to work off what is the routine, what is the target of the family has identify when you show up that day? We are having trouble with this, so they go with this. You can see what opportunities, what are some of the methods that we do step by step . Email an EI we walk in the home you have a plan and it all changes and it's thrown out the window. It gives you a place or how to start and stick a big mental picture of what are we doing in EI? For children with hearing loss is really important because you want it all to happen organically and naturally during their day. So Valerie said , I have to give you one buildout. This is just the thing that a grad student I will have them do, the good thing is that I am going to do this and have the stone with the mom. Even though it might not happen as we write it, the mom now has a mental picture of I needed to do this this is my target . It comes in this particular routine , these are the people I will have help me and I will set up this environment and have some methods and get that extended sibling involved in the same way my grad student is going to kill when an coach mom to do this. Here's what we're going to look at, which is coming again, giving them the big picture of what we're going to do naturally within their daily routine. This website is so money routine based intervention ideas , it's a great want to go to, I'm not even doing it just as today, but this is a great article by. How many of you have ever heard about the term birth order theory? We can agree with it or disagree with it. Birth order theory says that treatment of which the child is born and their family from the firstborn of the youngest and every position in between, shape the personality and behavior to some extent. In our family, the birth order theory discussed both of my children. The first kid is the leader of the pack and that is sometimes a reality, especially when the child is several years older than the younger sibling. How can we adapt the situation to meet the younger child's needs? In our family, Mary Claire who was our oldest child was very much large and in charge of that sibling relationship . She was a natural leader and really had a plan for just about every moment of the day . We will read this book, sing the song and play this thing, this is what we are doing. We are cooking this meal , each of the ingredients. She was very happy to have everything planned ahead of time. This is not uncommon , especially with older children and younger children. In BB gun EI, there is a lot of emphasis to be the leader and this was especially important in conversations and talk in the household. Mary Claire, like I mentioned with this whole week, watch, count, she watched the way that we were interact differently with her , that we were playing with her and disciplining her we did everything that you told us to do . We did. Mary Claire, we did not have to say this is the way we are doing things now , just by watching us it was kind of like oh , okay. This is the way we are working with now, this is fine. The other thing to consider which not the case in our family is that you will have children with the first or second child in the family is a child who is deaf or hard of hearing and they have younger siblings. We can leverage the younger siblings and say it is not have to be the older sibling or someone older in the house. Here's a great example that demonstrates what happens. Unlike Ms. large and in charge , Mary Claire is sitting off to the side , quiet and patient. We bought a gift for Beebo, that is what we called her , and Beebo was like tell me all about this . - - Then of course, when she was done, Mary Claire filled in all the gaps. Bridie is the English name for Bridget .

>> So, what do we hope that this will look like? We are hoping siblings will be as much a part of the therapy as the therapist or parents when possible and we adapt play and the language models to benefit those present goals. That siblings , that language model throughout the day when there altogether, and the siblings become comfortable with providing feedback or repetition so that there language learner can learn naturally within their day in the same way the family helps with the primary caregiver. Then in turn, the child with hearing loss respond as well to the parents as they do to the siblings because that sibling expects a response that they can understand. Just as there was anyone else in that household. The siblings are very active contributors to the language rich environment in the home , and we are hoping that the primary caregiver is giving that same and getting a little relief, and it happens even when the language is not directed specifically to the child with hearing loss. So, we have about two minutes for any questions or comments . If you want to just raise your hand if you have a question, we would love to answer them if you have a minute. Any questions? Yes, we have one over there. One second, we will bring microphone over.

>> This is probably a common issue for most of us, but a lot of times when I'm trying to go to the home the parents are trying to get rid of the siblings. There in the way, they are distracting me , I can pay attention. Siblings are great, they are part of the family and help so much, I try to explain it. Some parents let the siblings say and some parents ship off the siblings. I am not sure if there any tips that you have about the importance of involving the siblings .

>> I think both of us will chime in on that. As a parent, I did need to be told no, this is family time. This really is family time. This is actually going to help us. Some families are going to believe you and some families are not going to. We cannot control the family. I needed to be told no, this is not going turn on the TV for Mary Claire time, this is Mary Claire time too.

>> One of the things that Valerie said, even as we started working through this, she said we need to make sure that we know the good siblings, the ones that will stay, will help. I said no, we need them all, with mom's life and everybody who is in you that is a mom, there is a lot of distraction and trouble, but we need to figure out as EI people how to make our work in your day. It is not do any good if I set up the screen will environment here where there is only the great perfect sibling or nobody. Yet doesn't do Mom any good if most of her days filled with chaos. Is it harder sometimes? Yes . Sometimes it is a dog that won't stop jumping on you. But, that is her day and I have to figure out, thank goodness I like dogs. I had to figure out how to make this working here. Sometimes there is a lot of time setting up that environment but that is what we are supposed to go do . Figure out how we can make this work for the mom . Sorry, I am supposed to say I Mary caregiver but I always say mom .

>> I have a Hispanic family that I see online. Mom was not carrying through with any of the suggestions or strategies that we talked about. She said I am so tired and nobody here will help me. We had a family meeting the next time and all of these kids are sitting on the couch including grandma we went there and asked each one but we would like to do with the child and made a goal that during the next week they would work on this. One kid was putting makeup on her sister and another one was playing ball and another one was looking at books. Two weeks later, they sat down and the one that did not do anything ran by the computer . I don't want to talk to you about it .

>> You are my hero, great idea. Really good.

>> We have the next presentation and percentages here because me to switch out but I will tell one quick story. I was in my child's room and I overheard the game kids talking and I overheard Bridie saying - - Murphy's Irish Stout. I'm like what the heck is going on in there? Come to find out my husband to change the test - - Guinness, Murphy's Irish Stout. We work with the families, whatever works, thank you so much everybody.