>> Hello! Can everybody hear me good? Well I've gotten the go ahead to start. My name is Mary Randall Ivy, and these are my fellow colleagues. This is Barb Myers, and Lexi Newman. And we are from St. Joseph Institute for the Deaf from St. Louis Missouri. All of us are listening and spoken language therapists. And we all work in early intervention and also work with grade school aged kiddos and the Internet therapy program.

And the families receiving our services have all chosen listening and spoken language as the approach for communication, and the examples given today will explore our top pick "Tune in! Listening + Spoken Language + Developmental Milestones."

And just due to the time restraint of this session, we just ask that you try to hold your questions until the end.

Thank you.

These are our learning objectives for the session. I'll give you a couple seconds to read through these.

So as looking at the title slide and learning objectives, you might be be wondering what we're going to talk about today. So we figured we would just dive right into it. The first question we would like to ask is: What is Interpersonal Synchrony?

Interpersonal Synchrony happens when children acquire skills at or near the time they are intended to do so biologically.

All domains are related and interdependent on the child's biological characteristics, the child's care-giving, and the child's environment.

Now that we have learned what the term "InterPersonal Synchrony" is, we can begin to take a deeper look into what it means for the children that we are working with.

Why is synchrony important across all domains?

Developmental change occurs in all domains simultaneously and interactively.

And this is a quick quote

Many children with hearing loss continue to exhibit disturbances in cognitive, motor, behavioral, and emotional control, self-regulation and aspects of executive function.

So, what is caregiver-child attunement?

So it's a person's ability to respond to their child's nonverbal cues. What is that child feeling? What are they interested in? Do they need to be held? Are they hungry? And how tuned this is that caregiver?

So here are things we know to be true for the first three years of life. Even when we follow a child's lead, structure can be devised within the context of the child's goals. So it's the child's job to play and the adult's job to make that play have a purpose.

So we view the whole child. The children we are working with happen to have a hearing loss diagnosis, but ultimately it is the whole child and development of the whole child in synchrony with peers that is critical.

So we all sing a lot with our families, and as you can see from this list, there are so many reasons why we do so.

So here are just a few of them as they relate to the work we do with families that have chosen is a listening and spoken language approach. Now we will move on to what we know to be true about stages in our kiddos' lives.

So here are some things that we know to be true for three-month-old babies. They are just beginning to become aware of their environment. So this is the perfect time and opportunity that we can capture their attention with toys.

>> Okay, so we can take an airplane... oops.

We can take an airplanes, hang it from a string, and hang it above a baby at their midline and see whether or not the child will start to swipe at it. But, of course, as Lexi mentioned, we do like to sing. Do any of you know an airplane song?

You're kidding! You don't...

Oh, Mariana knows it in Spanish.

So in English, I goes...

The airplane goes up, up, up...

The airplane goes down, down, down...

The airplane goes up, up, up, up...

The airplane goes around and around.

And then add the listen to learning sound... aih... aih...

Or if you want you can tie a little bus on a string and sing "Wheels On the Bus" or you can take any one of your learning animals, like a cow, and they can go "moo" as singing it.

So lots of opportunities to do that.

So what we know to be true by this six months is we see skills that when a child needs to be able to roll over...

So that is kind of a big deal with our kiddos.

So here is a video...

And this is Natalie. And she's with her Aunt Suzy. And Aunt Suzy quit her job and stayed home to take care of her niece so mom could go back to work. Natalie had lots of providers. She had physical therapists, occupational therapists, developmental therapists. She had vision specialists, nutritionists, and me, the listening and spoken language person. So many of the children in our caseloads have multiple involvements. So we want to make sure that we contact the other providers, find out what their goals are, and then try to embed listening and spoken language into those exercises. So Natalie's goal, according to her physical therapist, was to get her to roll over.

So we came up with the "Bears in the Bed "Song. I'll play this for you.

Over... come on!

Thatta girl!

[ singing ]... and they all rolled over and fell out, two bears in the bed and the little one said... Natalie!

Roll over!

Roll over!

>> So as you can see, Natalie had a lot of problems. And yet she could hear with her hearing aids. And so she knew cognitively, this is what I'm supposed to do. But we had done this probably 100 times before she got to this point. But it was very, very exciting.

>> So here is a list of some things that we know to be true about babies around the 12-month-old phase. This is the time where we notice they are just becoming more independent and they want to do things on their own, even though they might still need our help a little bit.

There's so many milestones to reach at this point.

This is what we know to be true by the time they reach 18. And at this stage the children become more active participants and they are more independent in their everyday activities and routines.

>> So the next video clip is Amina and her mom. The computer came on and her mom said, "She took a step this week." And I was like, oh, my God, that's so exciting. So as soon as she did, I hit click on my record. So we're going to sing" walk to mama." And one of the activities I tell a parent, if you've got a child that is starting to walk and take a couple steps, have two tad adults or two older siblings sit close to each other and have the child be in between, just close enough so that they could possibly reach their hands, and then gradually keep moving back and back and back until they develop more confidence.

So here is Amina and her mom and Big Mouth Barb... I'm sorry, but I'm in it.

"Go to barb right now, right now...

Walk to barb right now, walk to Barb... "

Yay!

You walk to mama?

Can you turn around and walk to mama?

[ singing ]... walk to mama...

Where's mama?

Walk to mama... right now...

You're just smiling.

Right... now right now...

Call her mommy.

>> Walk to mommy. Mina...

I'm right here!

>> Did she just go "yeah"?

[ singing ]... walk to mama, right now, right now...

Walk to mama right now...

Oh, you cheated!

You wanna dance?

You wanna dance?

Dance, dance...

>> So, as you can see, Mom did practice with her, and the next week when I saw Mom, she goes, you won't believe it, she's walking everywhere. And not only did she walk to mom, but she walked to Dad and to her brother. She comp hen app ended everybody's name and was able to do that. That was pretty cute. She does a lot of scooting, and that was one of her goals with the physical therapist was to get her off the floor from scooting.

Another goal that we can say or another skill that kiddos at this age do is ball play.

So this is Kylely with her siblings and her mom. Mom mentioned, you know, she doesn't know anybody -- she knows one of her sibling's names. There are four children in the family. She only knew one of them. I said, let's play a ball game with them.

So we made up a song. And I made up a song. A lot of times I will have the parents try to do it. And once the parents kind of buy into it, they all start singing too. But the song goes like this...

[ singing ]... roll the ball to mommy, mommy, mommy...

Roll the ball to mommy...

One, two, three... go!

Well, Kylely's attention span was about as short as a pea, so we had to really shorten the song.

I'll play this for you and let you see how they degree the ball game.

>> Kylely!

Yayyy! ! ! ! !

Roll the ball to...

Clarrisa!

There's Risa!

Yay!

[ singing ]... roll the ball to...

>> Yay! He can get it.

>> Did she look, you guys?

[ singing ]... roll the ball to...

>> Carly.

[ baby babbling ]

>> Where is Carly?

>> I'm Carly!

>> where's Carly?

[ singing ]... roll the ball to Carly...

>> I'm Carly. I'm right here.

>> Carly gets the ball.

>> Okay, so there are two things that happen in this video clip. First mom said, roll the ball to Clarissa. Where is Clarissa? She didn't know. They don't call her Clarissa. They call her Rissa. And then she knew. That was the one sibling she knew who it was.

And then to other thing, the learning curve here, was the very quiet Carly. She's so shy. Everybody else is loud and boisterous in this family and she is the quietest one. So I had to say to her, Carly, you have to say... here I am!

And so she did it several times. I was really proud of her. And then finally mom showed her, that's Carly.

So the next week I came there and she said, oh, yeah, sheets not only understanding everybody's nape, because that is one of the activity that is the family said, we're going to take part in this together. And mom said, I'm so busy. And I went to a session this morning about siblings and including them, and this is a perfect opportunity. Mom gave them the job. So after Kylely understood the idea if of sitting and playing in the circle, nobody had to straddle her anylong and they could just play. So she newspaper everybody's name cognitively, receptively, and she could say everybody's name.

So that was cool.

>> All right, here are some of the things we know to be true for 24-month-old toddlers. Building blocks, imitating housework, and engaging in make-believe play. Talk about busy!

So here is Zoey, one of the toddlers, bathing a baby. This activity was used to teach body parts and sequencing of a daily routine, as well as concepts such as wet and dry, clean and dirty, and other basic vocabulary.

>> I'm back again. Sorry.

So what we know for 30-month-olds is they like to act out real-life situations. So this is a family, and two of their kiddos have bilateral cochlear implants. They had had a fire in their home the mom shared a week before, like the second floor of their house was destroyed. So it was pretty traumatic for everybody.

So the next week the computer opens up and there is Benjamin, the little guy, holding a fire truck.

He had no other toys. Mom said, Barb, I wanted him to gather toys for our session and he wanted nothing but the fire truck. So what did we do? We played firefighters.

So I will let you see how this goes.

>> That's red.

>> Mommy.

>> Red. You can make it... oh, look! Look at the fire.

>> Oh, no... the school son fire! Oh, no! It's a fire truck, Bennie! Up, up, up!

Mommy, what could he use for a hose? Do you have a straw?

Hey, Ben! Ben!

You need a hose.

>> Yeah.

>> oh, yeah, you need a hose with water.

>> Here is your hose. Put fire out! Where does the water come out. The water!

Shhhh!

>> Oh, do we have any little firemen, Mommy?

>> As you can see, Mom was really involved with this. I still at that point in time don't think Ben understood what was going on. She had fire helmets that she had. Because the fire department came over and gave them fire helmets. She had that. She had walkie-talkies. She had little people and gave them each the name of every family member. But then she put them in their schoolhouse, but later in the day, she told me that the kids put the fire on everything in the house and that they acted it out again, and at that point she felt like he really truly understood it. But that's exactly what he wanted to talk about at that moment in time.

>> Okay, we're moving right along with what we know to be true about 36-month-olds. Here we know about what milestones they could reach at this age. And they're so independent. They're curious. They love to read. And this is when we can introduce experience books with them.

And I'm about to show you guys a video of this precious little boy. It was in my toddler classroom. I am the toddler classroom teacher at St. Joseph, and he was obsessed with experience books. He's in the preschool classroom now, still obsessed with experience books.

And so something that he does when he gets home is that his mom will put them together, print them out, and they read them over and over again at home. And he continues to collect the experience books they make in his preschool classroom. And this clip will show you Hudson and his mom reading the experience book about making doughnuts.

>> Making mini doughnuts. How many doughnuts are on the cover?

>> Sorry, it's not loud again. How did you do it?

>> Four doughnuts, you're right.

Hudson said, two teaspoons of baking powder. We had to measure...

>> You guys can't hear this, can you?

You can? Okay, just making sure.

>> You don't know...

>> Baking...

>> You're baking, that's right.

We heard the egg crack.

>> That right there.

>> I think that's delta.

Who cracked the egg when you were baking, did Ms. Randall do it?

>> Yeah.

>> Ken si held the spatula.

She had a Halloween shirt on.

Now we need to stir the batter. How did she stir the batter? How did she do it? Like this?

Stir, stir, stir the batter...

She didn't sing that song?

>> Oh, no! Ms. Randall got the batter all over her fingers!

That's messy. Delta laughed.

>> Why did she laugh?

>> That was silly. Did you think it was silly that Ms. Randall got her hands dirty.

>> Yeah.

>> So silly!

Who can add a little more milk...

>> This goes on a while, but he's at the age where he's asking a lot of questions and he wants the know what is happening, and it's a good example of practicing theory of mind and what his other friends could be thinking about in the store prep

So this activity targeted a lot of different goals, which include vocabulary development, development of cognitive goals, reading readiness, and developing listening skills and connected language.

And this is what we hope all of our families will do.

And this is another kiddo that I had in my toddler classroom. His name is Jonah. And sequencing was an important goal we were working on in this video. And by asking him open-ended questions, I was hoping to elicit responses from him that would target this goal. And the activity that we were trying to do was just something, you no, everyone does. We have to wash our hands, especially post-COVID, we really need to get those germs and wash our hands. So I had created a "Washing Your Hands" song to sing-along with this activity. I'll show you a little bit of it. Hopefully we can hear it. If we can't, let me know.

>> So what do we need first?

>> Soap.

>> The soap.

You want me to squeeze it for you? Say, I need soap!

And inn what do you have to do to the water?

What do we need to do to the sink?

>> Wash my hands.

>> You need water to wash your hands. HBCU how do we turn the sink on?

>> I don't know.

There you go.

You sing the song? Wash...

>> so what do we need --

>> I was going to pause it, because unfortunately, due to the laud sound of the water running in the sink, you cannot hear him sing. He's kind of soft spoken. So I figured I would sing the song for you, if you oar curious. Does anyone want to know how the "washing your hands" song goes? Yeah?

It goes like this.

[ singing ]

Wash, wash, wash your hands...

Make them nice and clean,

On the tops and the bottoms,

Fingers and in between.

And we sang it over and over and over again.

So there are so many different daily routines you can add songs to or you can expand their language development in, everything, from getting dressed to brushing teeth. We were washing hands, making breakfast. You can make a snack and make the baby's bottle. You can expand from anything. Cleaning up toys, anything.

I was going to say, I think we have about three minutes left or so. We have longer?

We have time for questions, if anyone has questions, if you have any, like, little tidbits or... was going to say, here is our contact information if anyone ever wants to contact us, feel free.

We are here to answer questions, or if you want to share stories.

Yes?

Sorry, we're bringing a microphone.

>> If you have a question or comment, please speak into the microphone.

>> AUDIENCE MEMBER: You explain what an experience book is?

>> So typically we do language experiences with the children. So when they are really, really, really little, it's really great like if you've had a birthday party or you've had any kind of a function, if they eave gone to the zoo or anything, we encourage the families when they're little bitty to make little photo albums and give it language. So that would be an experience book. As they get into school, you become -- the language becomes more structured and you really work on that. So Mary Randall, working with the two-year-olds, pretty much did a whole book that was really, really long and gave step-by-step of all the things this kids did, gave it language, and she used photographs. Sometimes you draw pictures and use photographs, and by the time they get to preschool, you really use it for auditory, for questions, for comprehension, for auditory memory, everything. I mean, it's great. And then we always send copies home to the families so they have it too to go over.

>> So we have two more questions.

>> AUDIENCE MEMBER: So, it sounds like you guys use the castles, just seeing...

So my question is, when working on complex pretend play theory of mind, prepping for 36 months, do you think that the pretend play schema of the child pretending to be an audiologist and do a hearing test with a sibling, do you feel like that's too novel for a 36-month-old, or do you think --

>> I think we have had a child do that in our preschool. I taught preschool for 28 years at St. Joe's. We had kids sit down and all of a sudden we saw a little girl, she pulled up a long block, got another kid, gave them a bucket, sat them in between there and said, listen, Jacob!

And so then the teacher walked over and said, what are you doing? She said, I audiology.

So that's what they know. You want to take what did the kids already know and embed language into it. I have an audiology book that I have made for kids all over. Especially when you've got a kiddo that shows up in a booth and they're Chucking blocks and spitting at people and doing all kinds of things, what behaviors do we not want to see? And what do we really want to see there?

Yes, do what they are familiar with. It's awesome.

Those kids know audiology way better than they know anything else. Think about it.

>> This is more of a comment about experience books more than a question, I guess, but I do use them with my classroom kiddos, and we actually -- I encourage parents to put entries in as well. I put it in the classroom. But it can be as simple as if they take a nature walk and their child finds a flower, tape it in the book.

If they fall and get hurt and end up getting a Band-Aid and the Band-Aid is a big deal and the kid wants to talk abundant the whole week, put a picture of it, draw the hand. Just it doesn't have to be about elaborate activities. I just wanted to share that a little bit.

>> Thank you so much. That's an excellent point. You can just -- I feel like it's just documenting their lives. They might forget when they get older, but the experience of sharing that with their children or even as a teacher in the classroom, sharing that experience with the child will be memorable for them and it helps practice that language. So I agree as well. And Barb has another side note.

>> Teaching preschool, our teacher does diaries or journal witness the children. She does show-and-tell with them and has an entry each day, and it would go home. We want the parents to do it as well. So we would ask them, you know, if you went to Six Flags and the kid rode their bike, what you want to put in your book? And you show your map of Six Flags and show them their bike and say, which one? And talk about it and put an entry in there and they would take it to school and show their teacher too.

Yeah, those are perfect -- it's great for reading readiness, for questions, auditory memory, awe of that good stuff.

>> So we have about two more minutes left. Does anybody have any final comments or questions?

We have time for one more.

If anybody has further questions after the presentation, I know they'd all be happy to talk.

So, in regards to the schema about playing audiologist, I have taken a group of pre-K through 12 actually kids on a language experience field trip to the audiology, because so many of them were going and had no idea why or what they were doing there, or what the purpose was. And so when we went together as a group and took our pre-Ks alone because they needed more one-on-one attention, and they got to be there on a day when it wasn't specifically about getting an audiological evaluation, the audiology clinic at our hospital that saw all of our pediatric patients closed for the day to allow this to happen. It was incredible. And they set up stations, and the kids moved through stations and explored the ear models and got to explore the booth and touch all the buttons and things they're never allow to do when they are there, and then we saw the creative play come in with the preschoolers. Because then they had gotten some ownership of it a little bit. And from that -- of course, we took pictures the whole time and made a language experience book that you can then sit there and read when you know somebody's audiology visit is coming up and go over it. And be like, remember when we went to the audiologist and talk about all the things. It was a are really great experience.

>> That's awesome. And one of the things we recommend families do when the kids are really little is also make a people book and places book. Use photographs of everywhere that you go. Your dad's work, mom's work, doctor's office, audiologist, grocery store, everywhere, and also a people book where all the people that they are going to see, they understand and then you can use that in combination with a calendar, so they know where they're going and why.

But that's an awesome experience. Thank you all so much for coming. We'll be up here if you have further questions.