>> Alright, we're going to get started . I think folks are slowly trickling in after lunch , I wish I would've bought candy or something for everybody but unfortunately I did not. Note to self for next time I have an afternoon session. So, we are here today to talk about and betting LSL strategies, listening and spoken word strategies throughout the day . As we are partnering with parents and helping them become advocates and learn LSL strategies that they can implement with their child. I did test the slides , there goes. As I talked through that, I do have some videos that we can look at the end and generate a little bit of conversation or questions were different situations that you are encountering or questions that you have. Certainly, I will try to allow for time for that as we work through this. My name is Michelle Graham, I am the executive director at St. Joseph Institute for the deaf in St. Louis Missouri. He provide early intervention services to families in the area in their homes as well as a preschool classroom and audiology clinic that services both of those populations. We also have an Internet therapy program that serves families through school aged children under the age of 18 throughout the country. So the information that we are going to be talking about today is based off of my experiences with the families that we serve and my role at Saint Joe's as well as being a listening and spoken language specialists. A few of the families I serve , right ? This little guy here, this is Ellis and I taught therapy session. He brought his animals to the session . I have picture on the flipside that mom took because he put all the animals on top of the laptop because he wanted to show me each and every one of them. So, as we are talking about early intervention and helping families learn the LSL strategies. If we think through listening and spoken language strategies that we helping a family and utilizing early interventions , using the coaching model in our early intervention services. So, we are working with the family collaborating with them , joined planning a session before we show up so that the families are a part of the process . So, if we have a specific target such as a skill that we are working on or an interest , or the family really wants to try to cook something , then we are going to talk about that ahead of time and what that would look like and what are our goals for that session? I will show you a few sessions in a little bit. One of the sessions, the little guy is really interested in books. That was our session, mom emailed ahead of time and said he has been so into all of these books , we have been sick and we have missed you. He just wants to login and show you all these books. I said okay, show me what you are working on. Having those conversations ahead of time so you are both coming to the session knowing what the expectation is and what the plan is. Then providing some observation , moving into practice. Either you as the provider observing the parent, or the parent is observing you dividing the steel as demonstrating and modeling for them and turning it over and allowing them to practice that skill. As we are looking at specific spoken language strategies, not only do we need to learn what is it, what is the name of the strategy, how do you talk about it, what is the purpose behind it? How do you facilitate that in the session or in activity, there are so many different components that a parent needs practice in order to recall that strategy and implement it. So, these are the components of the coaching model that go into every session . Into the reflection piece and feedback. Reflection of how is that going? We are really practicing auditory sandwich techniques. How is that going? How does that feel to you? I am noticing we are doing this really well, or I am hearing you say this. I am getting my input, the family is getting there and put back and we are working together - - us go back. Do we want to keep working on this? Where can we facilitate it differently or incorporated more ? Are we ready to target a different skill? It is something else you have a question about and working through these components without our session? Only thing about early intervention, families arrived to us. They, for the most part, the families we work with have no experience with hearing loss. So, there is a lot of education about hearing loss and choices that families are making and giving families resources that are available to them. As a family enters our program, they are like this new family here. Learning and taking information and relying on us as therapists to help them gather the resources that they need and to gather the information that they need so they can be empowered. They can be advocates for their child in this new journey that they were not expecting many times and do not know much about. Our goal as the therapist would be too help the family get to a point where they are feeling confidence, the airplane of the understand the choices that they have made for the child's language development , their educational processes that they are facilitating meetings and advocating for the child and participating in sessions , getting their questions answered. This would be the goal, right? We are helping them take all the information and filter into their life exemplified throughout the day, not just during one little section. But, this is life, right? While we are there, and might be a really nice activity with the cute little dock and everything is just great , and then reality hits and all the sudden the dog chewed up the dock , we don't know where it went or rolled under the couch and this happened. Thinking through the reality of okay, we can work on the strategies within our session , but what does that look like for a family that is scientific information and apply it to their everyday life? Parent does not come with an instruction manual. Parents are often looking to the providers within early intervention to learn and gather the information that they are needing so the providers are essentially the instruction manual to say I am going to help you, here is what we are going to work on and come up with a plan together that is individualized for that child for that family. As we are looking at it and thinking about the planning that goes with the listening and spoken language , for families it is important that they have aspects of all parts of the programming , from audiology to language to listening skill development to typical development to cognition and what that looks like and what the program looks like and access to professionals for that programming . So, we have talked about what it means to have access to qualified professionals for listening and spoken word development for these families that are choosing that at their communication modality for the child. For learning language through listening, what we are thinking about is that the child could be fit with hearing aids and axing sound, essentially accessing language , the goal is for them to learn that language through listening. So, as the provider, we are there to help the family help their child to learn language through listening. That is the ultimate role, learn language and develop your listening skills. So, if we are looking at , the slide is really busy, I will go to the next one. These are going to be posted later, this is posted, it is a resource that is available out there and is all documented, you can go find it. It is a list of LSL strategies that are out there and a definition for it . If you look at this list that is easier to read , anything through if you pick one of them , what is the definition of expected look? How can we incorporate that? Why would we incorporate that? Sharing with the family how that can be useful to their child , but also why? Helping them engage in understanding of all the strategies are and how they can incorporate them to learn the language through listening . So, that's a LSL strategy in general, a lot of information with LSL. If we think about driving, I have two teenager daughters, one is driving, one antiquing to drive. It is a challenge, but as you are learning to drive, there are a lot of components, right? You don't know, you have read in the car before, but you know everything that entails. There are two petals, one on the left, one on the right , have to move the shifter, I have all these gadgets and gizmos. So, you're learning. Your reading all the rules in the book and taking the test , learning the terms and the identifier markers of this is what this is, that is what that does. You are sitting in the car with your parent going through all the steps and get to the point where you can drive. They can go get the drivers license , but there is no way I could possibly present every single driving scenario that they are going to face in that little bit of time that I am with them. It is really important that as I'm working with my child , my own personal child teaching her how to drive and I'm helping her think about what she is doing , not just giving her directions. So she is really owning it, is intuitive. Now I'm a highlight in this car just cut me off but there's a tractor-trailer here, what am I supposed to do? That quick thinking that comes along with all of it. If we think about a case like that, how can we take a and apply it to other scenarios where we have learned skill? That is what we are asking our families to do, remember? Our families don't have any experience with this educational piece , this audiological peace , the language piece. It is new to them. So they are learning, their learning a new skill that is really critical. At the end of it, the success is determined by how successful their child is, their relationship with their child, all of those components that going to their quality of life and their child success. How do we help families and support them as they are learning that skill ? How do you generalize the skill? It's not enough to say is not a list of strategies and we are practicing it , how do we help parents to the process of how to owner skill, develop it and use it so it is more intuitive to you? You have become the expert on language and whatever it is for your specific child . This is a coaching model, we already talked about that. And we are doing sessions with families, thinking through the adult learning theory and applying that to our work with families, collaborating with the family, actively engaging , giving practice opportunities for skill development, encouraging self reflection, providing feedback to the family, helping them build that skill set and then open communicative way with their provider. So, if we think about the five stages , I will jump to the slide and come back. It's what I kinda paste this one off of as I was thinking about this notion of how do we acquire a skill ? To learn a skill, many deliberate practice to get from a novice level to an expert level. Lots of different steps in between. Understanding fundamentals, practicing, immediate feedback from the expert , embracing your mistakes, slowing down your practice, completing repetitions. All components of early intervention that we are factoring in. What I thought was interesting, I will shift here because my notes for this are not pulled up and I want to make sure I'm reading it correctly . The different components , if we are looking at this novice level , or skill acquisition, thinking about the novice level, rules architecturally based do not assume responsibility . We assume that there is a mistake, but the result is not based off of something I did because I don't know the rules or the components or elements . I am looking to create a protocol so I have rules or a structure and can gain more understanding. This applies to anyone and everybody if you are trying to learn a skill, but also think about it in terms of teaching families strategies to help their child if you go to the advanced beginner , more considerable experience, they are more situational . I say we are targeting a strategy within a session that might feel right, we have some knowledge and feel good about that skill and at that advanced beginner stage . We have our concept of the larger concept behind a skill or a strategy. We might begin to ask questions of how or why , trying to inquire or get more information. If you move to the competent level, we will have much more experience. He will prioritize behaviors based off of the levels of that skill and the importance. We are starting to put it together. Everything about this for a family , as we are taking a family of skill, earlier I said I wish I had a visual for auditory sandwich. Not sure everyone in this room is familiar with auditory sandwich, but essentially if you think about a sandwich , you have two pieces of bread with me in between. If you think about auditory sandwich, you providing a listening auditory model giving him additional input , visual, gesture, whatever it is, some extra input with an auditory model, and following up with an auditory model. It's a definition, it's an explanation but as you practice it, a family is going to learn why that would be important, how to incorporate it and what that looks like , and move through their confidence level and using that skill with their child and how it could help their child be successful with spoken language. So, as we move through this, the biggest pieces to think through families that we are working with . If you are our family in the room, as you are participating in sessions, recognizing that you are learning. You are learning a lot of new information and how do you move through the stuff steps as a learner? There is one part of your research to recognize the proficient level, you start to recognize and be aware of your learning . Then, when you get to the expert level, you kind of forget you are doing a good job because it is innate and in you. You are using the strategies all day long every day and not really recognizing that you are using them because they have become a part of your learning cycle infiltrated into your routines. This visual just shows straight off the Internet, I liked it because it reminds us that we can build listening and spoken language into anything and everything all day long. How to help parents feel comfortable with, it is not have to be justice practice activity that we are working on . The goal is that we want to develop language through listening. We listen all day long and want to develop language that we are gathering a matter what activity we are participating in. Okay, this video is very long, I will display the beginning of it. [Video Playing]. Sorry cannot see her. [Laughter]. They are working on that in OT and PT. We are practicing. I cannot advance because I can see my little box here . I was trying to get to the part where mom actually talks. Let's see if I can advance. This might be it. I am going to share with you so we can go to the next video, that was the initial part . We started with a skill, we get already been practicing it a little bit , and correlated to what she was working on in OT PT. We built that same scale into the tickle monster game , and we built into this up, up, up, down which was the part I really wanted you to see. This is hard to find on here. What I found is, this mom is fabulous . In the session, she will jump in, she practices . Then we have to do it again next week. She is got a lot on her plate. So, for her, the planning piece is a continual check in of how tobacco from last time and what do you want to do this next time coming up ? For her, that is what this looks like. Here is another example, let's see if I can do it from here. We're just working on getting a vocalization of sort. [Video Playing]. So building that in with families to understand what their interaction is in that situation and to read the child's interaction and determine what is the next step . Was it a good interaction, doing to change it? Do we need to alter this or move on? What does that look like? I will go to the next slide. So this is Alice, this was the one I was showing you about. He was showing me his books. This is a different book . She did not even know she was doing it and she was doing it so beautifully giving a nice model for him. I want to jump to the end of this because he is just so darn cute. I don't think he wanted to leave our session, he is like I am not saying goodbye to you. Do we have one or two minutes? We have two minutes if anyone has a question or a thought about listening and spoken language strategies and fostering the development and helping parents acquire this skill and utilizing it throughout the day ? Feel free to jump in .

>> I just wanted to clarify, what was the was a strategy being worked on? Expected look, pause?

>> I think it is multiple. The longer video had we seen it, you're talking about absence of sound presence of sound pairing a motion or an action with the sound , little bit of expected look. We actually started to facilitate in the up, up, up, down game and using the expected look to see if we can get a vocalization back. She started kicking her feet and by the end of the video, she was vocalizing. So participating in that social interaction and utilizing expected look , but also presence of sound. As we were talking and provide a little wait time, too. She asked if the slides will be on the EHDI website, and yes they will be. You are welcome. Feel free to reach out with any questions. It is such a short amount of time these presentations, so I feel I try to give you enough meat , but also do it quickly. Alright, thank you.