EHDI Conference

Pragmatics In Practice: Practical Strategies to Promote Pragmatic Skill Development in Early Childhood

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(Captions provided by a live Captioner.)

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Live Captioner waiting on standby 6:35 a.m. PST

>> All right. Good morning it is 8:00. On an effort to keep everyone on time. We will get started. I'm Heather Gilbert, I'm an Audiologist in Colorado Springs. I'm here with the lovely -- we are talking about Pragmatics in Practice: Practical Strategies to Promote Pragmatic Skill Development in Early Childhood.

So hopefully that is what you are here for. You are, you are in the right place. I'm going to help to keep time. As -- anything comes up during the presentation, feel free to find me I'll be in the second row. And then if you are getting CEU's don't forget to register for them in the app or on the website.

And I think that is it for now.

>> Hello and welcome we're happy you are here. It is 8:00 good job for making it. Blue is my color. I don't have green attire. I searched my closet. I have other things I thought we could add to my outfit for today.

Because who doesn't need this kind of stuff. It is St. Patrick's day. I want to say happy St. Patrick's day to anybody that celebrate and who is Irish for the day. Anyone needs a head band. I have one of those, too.

We are -- we want did welcome you and let you know that you need to do as you need to. I'm happy you moved a chair if that helps you to see the screen and interpreters better. We will ask for participation at certain times. Because of course we want to dig into the content and say how can we make it apply to you?

So we will move chairs, feel free to do that as you need. Here we go.

Just figuring out communication.

No need to apologize we want everyone to have access. That is great.

Okay. We will start off with disclosures they are required. We are here and all of us work. So we earn salaries. We have affiliations at various places. And they like to be acknowledged. So we acknowledge them.

(laughing).

And we -- are published authors we will cite our own work. That is not included. It is important to say we wrote it and citing it. Because, you know, I think people don't do that I get suspicious. We are not paid for this and don't have endorsements to disclose.

We each will tell you about ourselves going back to the affiliations. This is the list of folks presenting today. I will kick us off I'm here at the mic. I'm Amy. I'm a psychologist. I'm the Director of the Institute at -- pause it is a long name. Children's Center for Communication/Beverly School for the Death. CCBBSD. I'm on the faculty it Boston Children's hospital medical school and researcher at community inclusion University of Massachusetts Boston.

I'm -- I come to the work bringing clinical experience for a number of years and getting passionate about pragmatics. A little about why I'm here, having seen the implications of pragmatics challenges in real life and give thought to how we help to address those things.

We will talk about what pragmatics is in a minute. So we will not go into it now. This is driven from the idea here is a strong need and I see it and I wonder what we could do about it.

So I will hand it over to Debbie next.

>> I'm Deb Mood unless I'm in trouble you could call me Debra Mood. I'm a psychologist at Children's Hospital affiliated with the University of Colorado and I'm a psychologist, also. You get two for the price of one. Two psychologist for the price of one. That is a good thing or not. We may have been discounted.

I am also working with young children that are deaf and hard-of-hearing in a multi-disciplinary clinic for children that are Dove. For positional co-occurring developmental disability and I also work with our LEND training program for JFK partners that is leadership education neuro development disability.

And I came to this work from years of clinical experience as well. And it started when I worked in -- school psychologist in center base program for children that are deaf and hard-of-hearing and worked closely with the parent infant program. Anyone from Maryland here? Sort of? We're all sort of from Maryland. Affiliation with Gallaudet. I worked for the Prince George's county program for children that were deaf and hard-of-hearing. I worked closely with the parent infant program. You knew Linda Kennedy, back in the day I may date myself, know how passionate the early interventionist were about overall development for young children that are deaf and hard-of-hearing and skilled for promoting pragmatics I have to credit, everything I learned about early intervention to the interventionist in that program.

I also saw a number of young children that are deaf and hard-of-hearing. They scored well on vocabulary measures but they were still struggling. They struggled socially, and academically, and behaviorally. And when we tried to figure out what was going on, a lot of the diagnosis that are typically handed to us as psychologist to consider, were not fitting the bill. We assessed their pragmatics skills because a teams with keyed in early in the 90's importance of pragmatics we realized the difficulties with the social nuances of interaction were really getting in the way.

So that's what started my passion for this topic. And now, I will hand it over to Kelly. Because she is next on the list but she is holding a microphone.

>> We will see if it works. I'm Kelly I'm here as a teacher of the deaf and hard-of-hearing. I worked in center based program and replacements in Colorado for 19 years. I also work with early intervention. Teacher during the day and early intervention at night. Working with both families and their homes but also, you know with students at school and families with students at school.

Currently I am a coordinator for the early intervention program here in Colorado called the Colorado home intervention program. It is the early intervention system we have in Colorado. Supporting children and families -- or children that are deaf and hard-of-hearing and their families in the home. I come to this with a variety of perspectives. One as a teacher. I have concerned about the lack of pragmatics language with students coming to school to try to figure out how to get the support needed to support this in the school placement

Also passionate about educating families with younger children. And making sure we address this at a younger age. I will pass it onto Karen.

>> Just a second. I want to reiterate for anyone that came in later. Feel free to move chairs around. Make sure you have access. Visual access. There is more opportunity in front. Chairs could be moved forward. Whatever you need.

Good morning, everyone. I'm Karen Hopkins and I'm the Executive Director for children Center for Come indication and in the role I oversee birth to 22 services and we extend beyond the North Shore. We have a program early intervention program. Program for children that are hearing but complex challenges in communication and we have the Beverly School for the Deaf program and transition program and institute and clinic. And I'm also still the coordinator for the State of Maine. I'm kind of split here today. Doing both jobs I'm full-time in Massachusetts. Nights and weekends are overseeing the Maine program for two more weeks.

Until the grant cycle is up. I'm a deaf adult. I have three children one is hard-of-hearing. I come to the work for a lot of different reasons. My own personal experience I will share today.

My daughter's experience, my friend's experience as deaf adults. And starting my career teaching Kindergarten and seeing the children struggle in all the things they mentioned. I said okay I will keep going. I work with high school kids. And doing social emotional summer program I said wow. Wow.

We had major problems here. In our field. I got to go back. I went way back and started to work early intervention. I said we are missing the mark. I went way back. That is the bulk of my career is early intervention systems deaf and hard-of-hearing system. A lot of work with families. Because without the family component, we're not going to reach the children and you will hear about that today. That is me.

>> Hi everybody I'm Sara Kennedy. A real life 75% Irish person. Who is with me? Anybody? Good. I do have a degree. It is not relevant to today's discussion. The most important thing I'm a parent. I have four kids and my third child is the one that brought us to this party.

And for the last 22ish years I've been supporting other parents as well. I was a chapter Director in Colorado until last year. I worked for Hands & Voices headquarters for a long time doing their newspaper editing and training by your side program. We pause for the CART. Lovely. I'm really interesting in this whole subject of pragmatics and I personally think it is the secret sauce beyond labeling and all the bounds we learn, this is more important about how we use language.

With that I will turn it back over.

>> By the way I'm open to a paid endorsement.

(laughing).

>> Okay. Quick note about sign. We're using Prag or kind of Prag to capture pragmatics. There are ASL signs that are different. That are used out there. We are intentional with doing finger spelling some signs have certain meanings that may not be inclusive what we talk about pragmatics. That is not the interpreters not knowing they asked about that. It is not us giving thought to that. We contacted and talked to deaf folks colleagues that said yup that makes sense given how we are talking about pragmatics. It is a note about that piece.

Okay.

Today we are intended for you to leave with some things you could do and implement. We hope you leave with actions and strategies. In your various roles that you can use to promote pragmatics in the children and families you support.

So we will ask you to think about that as you go. We will identify tools that help us to measure pragmatics also thinking about the strengths and the gaps that they might not address. And how when we use the tools effectively and with good intention we could capture what we think about what we think about pragmatics. We are here and focus on the early intervention time we will ask you to write IFSP and IEP goals so these could be used to promos pragmatics. Most of you are well-versed in that. If not, those individuals with family service plans and individual programs and plans that help us to make sure we get the supports in place to help support student development overall.

>> we want -- what is happening? I will try not to take that personally. Wave. Try to get the lights back on. We're still alive. And moving. In here.

Okay.

(laughing).

So we are trying in this presentation we have maxed our team's technology capabilities. We have videos that are captioned. We captioned them ourselves we are dedicated to make sure we have them. It took a lot of effort and hope they will work for us today.

We also are trying to do a poll live for the first time. In real-time. And we have all these wonderful resources that we have put together for you that you will have access to. Pretty soon. On the share drive. You could walk away with resources today. To use and we really hope that is going to work. The poll is working? Okay.

Here is the thing, what is that?

Okay. So I will show you. I need to. This is the part that is, you know, where we are showing our true colors about how -- okay. You see that QR code? In theory, you could scan that. With your mobile devices.

You can.

(laughing).

And you should get a poll. That is populating in real-time on my screen. But why is it not showing me -- it has a count but it is supposed to show me the results.

>> (someone speaking off mic).

>> Okay. I got 15. Can I get 16? We've got 16. 18. Can we -- we got 19. You didn't know I was an auction today. Do we have 20? Are there 20 people here? Okay.

We got 21. 22. Okay. This is great. Let's see what happens if I click this where it says show results. This is going to be exciting. Look. Look everyone we could see who is here. Is -- like I'm touched this worked.

(laughing).

What is up?

>> (someone speaking off mic).

>> Great. Awesome. Okay. So we have a lot of parents and caregivers. Yeah. And early interventionist. It says we have no Occupational Therapist we know we have someone here with Occupational Therapy training. We have deaf and hard-of-hearing adults and mentors. Yes. Great. We have administrators. And look at the percentage of psychologist. It doesn't say numbers I answered once. Are there other psychologist in the room? Oh. And willing to raise your hand. Woo, woo. You are among friends we're glad you are here. We're glad you are all here.

So this information is going to be relevant. Because we have requested a room. With tables. So we could have collaboration and our vision with the tables was to separate you all and distribute these different people with different roles to various tables.

So that all the psychologist didn't hang together. And all the speech language therapist didn't hang together. We want you to inter disperse. We will do it in a low tech kind of way later. We will make it work to accomplish the goals.

Great.

Now, I need to exit this. Great.

>> All right. We have two interactive things in a row taxing you like crazy. We want to know what you think -- what is pragmatics? We've talked about it. We've said it is important. This QR code will take you to a Jamboard. That is a picture above of what it looks like so you could have a sticky note you enter any thoughts you have.

About pragmatics. It will not open. It will not open. Oh.

>> That one will not open.

>> Anyone have success in opening? You download the app. Yeah. Download the app. For Jamboard. We have a few folks saying it takes time. That is fine. We are here for four hours folks.

(laughing).

Yes. Can we see the QR code again? Yes. Second alternative you don't want to download the app you could write down here an idea of what pragmatics? Yes.

>> (someone speaking off the mic).

>> Yeah. Okay. Use the mic.

>> As long as you promise not to knock on my door in the middle of the night. My last name is Doodlittle. And 50 people could join. And the room number is 1904. Oh.

>> 50 people could join on your --

(laughing).

Yes.

>> I know, yes.

>> King size bed.

(laughing).

Again we welcome if low tech is your preference feel free to write your ideas up there. No problem.

>> I like the people putting hearts next to someone's idea. Smart.

>> I want to add you see me move a lot I have low vision. Sometimes I may get close to you or close to that. That is why.

>> We will read out some of these. I have a lot of stuff in my head. And these won't work. I turn 50 this year, it turns out turning 50 means all of a sudden you need reading glasses. What?

Thank you. I'm looking at that going, anyway here we go. These are some of your responses. Feel free to continue on. I can't see you if I lookout in the audience. If you are still like -- don't give up. Keep going. We will keep this and we will weave it into our thoughts. A way of answering a question without stating an answer roundabout way to explain something. The good thing with pragmatics there are different definitions. My child needs language nuances and incidental learning. Pragmatics is social emotional development that occurs through natural learning environments.

Example a four year old seeing his twin brother take off the shirt in his restaurant and the parents tell him he could only do that at home. And he learns not to take off his shirt. Would that be great that your kids learn from the lessons from the other. How the deaf and hard-of-hearing use the language they have to interact with the world. Love it. Expression of language with meaningful context. Within a variety of settings and interactions.

Expression of language.

Communicate interacting in different social context. It is necessary for social emotional cognitive development

How we use language interactions. Using language.

Social interactive communication and ability to understand social situations and interactions and language appropriate for social expectations.

Great.

So thank you. Even though you know everything about pragmatics thank you for coming to the talk today.

>> I think it is amazing how much you know about pragmatics and come together talk. Because I think we take for granted that people know what pragmatics is. How many of you have had that experience where you had to pragmatic explain to somebody you work with? What pragmatics is and why it is important?

So we're hoping to share amongst each other, not only your understanding of what pragmatics is, but how to talk about it. And how to spread the information to others and we will talk about that more. Yes.

>> Pragmatics definitions. From the literature Daniel Matthews is from the UK and is a pragmatics person she is fantastic. She does a lot of work and her definition is using language and context to engage with others. Lots of you mentioned language and context and environments. Yes. With the purpose of engaging.

So sometimes in the promotion of language, for children that are Deaf and Hard-of-Hearing we get focus on their expression and what they could say and they understand the vocabulary terms we don't see emphasis on how to use it to engage.

Another research article is social cultural and developmental context. That shape exchanges. This is important pragmatics is not one thing. You don't master pragmatics and you've got it.

How you use pragmatics will differ depending on the context you are in. The way you might do that in a family setting, you have difficult in-laws is different than a workplace setting. Where you are the boss. Or you have to be nice to the boss they could look different. Understanding those things as well as the cultural nuances. One thing that is important to us this whole panel is recognizing as well the strengths that Deaf and Hard-of-Hearing individuals have in terms of pragmatics abilities. We address it and the challenges and how we promote them, we also don't want to lose sight of the fact that Deaf and Hard-of-Hearing individuals in groups with other Deaf and Hard-of-Hearing individuals that ways to interact and engaging that art. May be unique to Deaf Culture or maybe their strengths to navigate the deaf and hearing worlds. There are strengths there as well.

And then, the last one understanding human interactions. In specific context. And that engaging piece.

So you remember, that in the beginning I said we cite our own work it is a selfless plug or shameless plug. I will highlight the relational factors that contribute to pragmatics development it comes from a paper from Mood and others that was published in the Journal of Pediatrics and is also available in the folder you have access to or will have access to.

Here is the relational factors I will touch on them briefly and they will be expanded upon --

(laughing).

Look at this. I will add this for affect. Go team.

(laughing).

Okay. Whoa. Relational factors. So I will talk about what these are. And then we will expand on them through the presentation and there are examples and things going forward. This is briefly kind of descriptions.

Infant caregiver asequenize how you breath and you could slow you're breathing and that leads to the infant better at self-regulation. I will mention the outcome from the table that is in the Mood paper. These will be there and you could access them. You don't feel like you want to take notes that is fine big picture thinking here.

Caregiver responsiveness. How responsive the caregiver is to the child. The child communicates the adult shows -- making sure the infant has the opportunity and we listen. Or we attending to that. We are taking turns. Attachment. Attachment is a big topic. But really we're thinking about how safe that infant feels in that relationship with the caregiver. How we show them comfort in the new environment and help them feel safe. This is a safe space. This has the ability to contribute to the development of emotional and social development as well as to foster the self-regulation.

Pause.

What you will notice, all these come before language. And lots of the sticky notes and definitions including Matthews et. al is focus on language. One thing we want to emphasize that pragmatics the foundation is laid before -- before language output from a child. And it could be separate from that. It is in part how you use language for communication and engaging with others it is also other things around it. Not just language.

This is why we're using the sign finger spelling PRAG. A lot of people use social communication. As their sign. The gloss. For what is pragmatics. And we don't want it to be that. We want you to mindfully thinking about the stuff that goes into it. Yes.

All right. Imaginative play. Child uses objects and the adult responds that shows the child sense of agency. I could use something the adult is responding and engaging in my play I actually then have some influence on that adult. It is not only adult directed like do this or do that. Or let me show you how. We are responding to what they generate that agency is important for feeling like, I have a say in how others interact with me. You could imagine this. It makes sense. But so much of instruction, direct instruction. We are directly teaching and expect a response. Hopefully, in a lot of early intervention settings are changing over time. I think that happens frequently. Thinking about the child having agency we respond to them is helping them to learn about their world and environment, too.

Another part is serve and return. This is turn taking. The expectation of I have a turn then you have a turn. That might be before prelinguistic before language it may be a child making noises and we mimic it. You copy me. You have the sense of play.

Mind mindness the ability to understand you have something else that is going on in your mind. You might say something to a child, you seem to be -- you seem to be upset about that. That allows for some building of perspective taking. You are not many my body mom, dad, caregiver, you understand what I'm experiencing. You use language that can help the child to know what is going on for you that moves on to the next one, mental state language. I'm feeling sad about that.

So they might be able to pick up on the cues by using language and modeling and showing that they gain insight how you feel that is creating their mind. Joint attention. That is the ability to share interested in an object. The kind points to something it draws my attention to the object or I may say wow. That shared reference. And could help an infant to develop the sense of being and intentional agent. We realize my actions and my language and other things I do can influence others, that's part of pragmatics. Understanding there is give-and-take in the social context.

Okay. Any questions about those?

>> (someone off mic).

>> I'm curious we're talking about how I feel, how you feel. That makes me think about Theory of mind. Is that in line with -- or that is separate. What is the difference between pragmatics development and Theory of mind? Or is it similar?

>> So we're thinking these lead to contribute to the ability for the child to have theory of mind. But like mindness, is that strategy also of being able to say, I, the adult, I think you must be frustrated. Because I've seen you try and try to put that square in the circle. I'm helping to build vocabulary too as I talk about frustrated. That might not be a word they get. I use the word or sign, it is helping them to grow the skills.

So Theory of mind is the ability to take another person's perspective. Yeah. These are sort of -- they build up to that. Yeah. Yeah. Great.

Another question. Okay.

>> (someone speaking off the mic).

>> Yes. And yes. I think yes. And the way that Theory of mind gets measured is tricky. Sometimes it is more academic. What would you do if you were that person? Or what do you think the child's intentions were when they kicked the soccer ball and it went to the window? Those are -- language constructs it requires -- they tap on other things, too. The ability to understand the whole context and what is the intent behind it. That is in part what I think of in terms of Theory of mind. These other abilities are building onto that, yeah.

Does that make sense?

Other questions?

Okay. We're going to talk about what pragmatics looks like in the early years.

This first video, I'm going to turn the sound on. It is captioned. The caption tell you what the dad is saying. And it doesn't caption what the baby is doing. The baby is making sounds we asked the interpreter to assist with that piece. So here we go. Fingers and Toes Crossed.

(laughing)

(CAPTIONED VIDEO).

(baby cooing)

>> (someone speaking off the mic).

>> That is better. No, not at all. All right. I need to make sure it goes back to the beginning. Hold on.

(CAPTIONED VIDEO).

>> It is fine we will close this. And start again. Okay.

(CAPTIONED VIDEO).

(baby cooing).

>> Anyone here not smile? If you didn't, you are cold hearted.

(laughing).

The second video, has a dad who is signing. So it is in ASL. And it is captioned. And then the baby is cooing and making noise. Yes. Yup. Yup.

>> (someone speaking off mic).

(CAPTIONED VIDEO).

>> Okay. Pragmatics. Have been linked in the literature and research to different kinds of positive outcomes. Pragmatics we're talking about in that context of engaging. But it is linked with early attachment, social development, language development, academic employment, and well-being.

Studies that looked at pragmatics in different populations like individuals with learning disabilities or individuals with autism disorders they saw the different outcomes our field doesn't have robust literature in early pragmatics in employment. There is relationships there.

And we do want to recognize it is correlated with and associated with language development but it is not only language development

I feel we emphasize that point because so many people think of it as language development and in some feels, for example, the speech language world they talk about language development pragmatics is -- they consider the top level. The application of all the things. You learn sounds and those combine to make words and sentences and you apply it through pragmatics.

But if we're thinking about pragmatics from the early years, it is not the final thing. Really it seems to be that pragmatics is all the context in which language can develop. That make sense?

Okay. All right. Take it away Karen

>> Okay. First I want to say I will chat about my experience. As a deaf individual. My experience is not everybody's else experience that is important to think about. I'm one deaf person. There are others in the room and world. What I'm sharing with you some other deaf individuals may say yeah that is my experience others may say that is not my experience at all.

So little bit disclaimer on that. This is a quote that was given to a process of article that was written talking about lived experiences. From parents of Deaf and Hard-of-Hearing adults in the world of pragmatics. I will read it. For those that could not see it.

It was very important to me to not appear stupid. So I will often fake it in situations. I wish I was taught coping strategies early on. This would have gone a long way in helping development real relationships I didn't write that quote or say that quote. But I could have.

And probably most deaf adults would agree the quote there are moments times and hours and days where this was appropriate. And yes, I experienced that.

Okay. So that's me. The little baby. And I was a youngest of five siblings my oldest was 17. My older brother. He was not in the picture at that age. 17. And then, oldest sibling. Being the youngest of five you could imagine I was the baby. Everybody did everything for me.

So in that experience, my older sisters cares for me and my brother and parents cared for me. There was a lot done for me and not a lot of expectation put on me.

So thinking back, I said oh that was really interesting. As I've grown and reflected thinking about my challenges with pragmatics and communication, I think back to how much was done for me. Early on. And really encouraging parents to have high expectations for their children in general and especially Deaf and Hard-of-Hearing. They are the older sibling give them the role to supporting and setting up the situation but not going for. I know happened with me.

So as I began to grow, friends of my parents, teachers, preschool teachers, people at church and community, the quote my mom shared with me people said. She is so quiet. She is a sweet girl. She always watches others. She follows her friends. She smiles a lot.

No one knew I was deaf. This picture with my kindergarten picture. Sitting in the classroom. Smiling. I was a good girl. I followed everybody. No one knew I was deaf. And no one knew how much I was missing. I didn't know how much I was missing I didn't know I was deaf. I was a five year old sitting in kindergarten playing with my friends. Can you figure out which is me?

Anybody?

Yes. The little one in the back. And what was I doing?

>> (off mic).

>> They said my hand was down. What is everyone else's hand was doing. I thought back looking at pictures in my childhood and chatting with my sisters and mother. This was common in a lot of pictures. You could see me looking. I was doing something that nobody else was doing. And thought about it, I was one step behind. I was not really included. I was there. I had the cute thing in my hand and body suit. I was part of a group. But was I really involved? Was I really part of the communication that happened with peers before or after during this parade? No.

I was following, always one step behind smiling and thinking I was part of it. My mom thought I was part of it. She put me in the programs and dance classes and parades. But I really wasn't. And then I had a teacher. Who was hard-of-hearing. She figured me out.

She said to my mom and my mom had the parent teacher conference notes she kept for years. And I still have those.

The teacher said, she sometimes is a little awkward. What does awkward mean? She stares at everyone. She is always scanning the room. She is always looking at kids in the back. Always trying to figure out what is going on. She is so sweet and quiet. But I think she is deaf.

And because she is hard-of-hearing she saw in me her own experiences and thank goodness right.

(laughing).

So my mom was shocked. And started to analyze and thinking and realizing how much everybody was doing for me. In my life. My siblings. And started to think about, yeah, she does just follow us. At the dinner table. She is really involved? Is she engaging? And she started to think about my play with my friends and realizing that they were pulling me along a lot.

And I wasn't really engaged I was a follower. I was -- I would come up with things that didn't pertain what was going on in communication. I had good friends that kind of expanded my knowledge and pulled me in. My best friend I will never forget this. She did what we call preimposed teaching that is helpful in the world of pragmatics. Where are we going and what are we doing? She set me up for that. She didn't realize she was doing that. Until years later. Schema was support for me to be included and have the social connection with others.

It was so many silent struggles as I look back. Times I would be at the birthday party or be on the field. Or I would be in the dance class. And not engaging. And yet, I controlled conversation. A lot. I was either the quiet shy girl. Or I was the one leading the conversation for fear of missing something. Did I know it was fear? No. Looking back, oh, that was fear.

That was why I controlled the communication and conversation. But it didn't fit. With what other seven years old were doing or 10 or 12 years old were doing. It was awkward. So fitting in with the community, with my friends, with my family, I ended up backing up and I became very quiet and shy.

Very silent. And was I sad? Was I disengaged? Not really. I was shy and quiet within context of each bubble I was in. I think back, what could have changed that? What might have helped that? I think about speech therapy. And the facts that she could talk. I could talk. Because I lost hearing over time. I was born I was hard-of-hearing I was five and six and the teacher said I was deaf I lost more hearing. That say big difference. A big difference. Than a profoundly deaf baby. But there were many similarities. In the speech therapist working on speech.

Working on the S sound, working on the R sound. I still can't say right. 55 years later.

(laughing).

So the speech end of things for me became a barrier. To social communication. To interaction. To connection to the world. Because I was so focused on saying that S right. Saying the R right. That the speech therapist didn't teach me to engage. She didn't teach me the confidence I needed to jump out of situations. And take the risk. Risk taking is huge in the pragmatics realm. We need to give that risk taking ability to children. And expanding on more than speech is so important. So for those that are speech therapist in the room or interventionist in the room speech is important for the families that want the child to have that goal. More important is pragmatics development and social communication and all things we will talk about today. Looking at attachment and bonding.

Yes. And we see a lot, I see a lot throughout the years and my experience. People sympathize language for me. They talk and talk. But they turn to me and say we're going the store. They really didn't talk about what we're going to do at the store. How I felt about going to the store? Did I want to go to the store? Ask me question, what will you buy? I ended up at the store. Simplifying language simplifies the child world. You think about ways you can engage in conversation. With Deaf and Hard-of-Hearing children with your hearing children in a way that engages them in the world. Later world. What experiencing and thinking and feeling. Questions, back and forth. All of that. Is so important.

And again I think my own mother didn't understand that. Didn't realize that. Until years later she understood I was deaf and starting to think about it herself. Backup. Conversations with her, she would -- she found out I was deaf she looked closer. Obviously,. And started to engage me more. She was a teacher she had skills and would notice I was missing or notice that conversations had to happen more.

The social connection, communication and make sure I knew where we were going. In the mornings after she found out I was deaf she was worried about my speech. She saw that was limiting to me I could say the word but not connected to what was happening. She started to do a big word of the morning.

Every morning I came out and there is a big word on the refrigerator. It was not dog or cat. It was some big word. Yes I had to say it. Because that was important to her. But then we talked about it. She asked me questions about that big word. We engaged in conversation. My siblings would engage in conversation about it, it was a family thing we have a big word we talk about every morning. That is what really gave me the pragmatics skills I had in my later childhood and adulthood.

But I think back to that, there could have been more and so much more. She didn't know that. She didn't have the resources to do that. That is what we're doing today to give resources to talk about it so the families are aware. I grew and thought back to my childhood, I was tired. Boy, does this take a lot of work.

To try to look like I was engaged. To scan the room. To have my hand up at the right time and not the awkward one and be engaged at the table. Whether it meant at the dinner, birthday party table or table of being together with friends.

A lot of energy and a lot of exhaustion. And a lot of isolation. So thinking back, what could have change for me? What would have made that easier, better, more whole some and connected to my community? Who would have helped? The power of peers would have helped. I would have met Deaf and Hard-of-Hearing children and Deaf and Hard-of-Hearing adults, as a child, as a baby, my mother found out at 5. I was deaf. She didn't know that.

But if she did, and we know this now, it would have made a difference. In my confidence, many any social engagement, in my connection. I think about, parties and access is important. They were chatting. And I was alone.

Birthday parties are I brought a book and flashlight. I sat in the corner and read my book. I was at the party. But I could not engage. I could not engage what was happening and I didn't understand the context and schema of the girls talking. I tried sometimes it was awkward I would say the wrong thing.

And I tried to control the conversation. The cute boy you like him. They were not talking about the cute boy they were talking about clothes. That happened so many times. I got invited to the birthday party I was smiling I think they felt sorry for me. That is not what we want for the kids. We want them fully engaged not just because they are the deaf girl you bring along to take care of.

Looking back, I went back to my high school reunion. 10 years. And I turned to my husband and I said we have to leave. We've only been here a hour. We have to get out of here. I jumped back to the time when people took care of me. My friends instantly started to take care of me. Talking for me in conversations. It was more than access. It was access and communication and assumptions I would not understand. It was assumption they had to take care of me.

And not one person fully engaged me in conversation. In asking me questions. In talking about what I felt and thinking and my life was like. I become a different person. And made me a different person was that I went to Gallaudet University at the age of 18 and met other Deaf and Hard-of-Hearing people. And learned ASL. What that did for me thinking back would have changed my life years ago was the social connection. People that were like me that got it. That engaged with me. That cared about what I thought. That challenged me to think about things I never thought about. That saw me as a person instead of just the little deaf girl.

The other piece is so important. I learned American Sign Language, it opened up my visual space. The box around people's faces. And I started to tune into body language. To facial expressions. I watched children now and say what a difference. That makes for kids. When you give them the visual space. And yes, there are children that do well with spoken language or other modalities. We have to ensure that we offer them visual avenues of some kind. The visual space in human connection and nature and interaction is so important. In growing I had none of that. I had hearing aids I got at nine or ten they did nothing for me connection wise. I was isolated and alone. I looked at people, and the expressions and taught to do that wow. Wow. Teach your babies and children and toddlers how to focus in on faces.

On the visual pragmatic pieces of what is happening in their world. That will change their connection. Their confidence. I came back from Gallaudet for Thanksgiving for the first time my friends and family were so surprised how I was engaged.

You are a different person. What do you mean? Again, I didn't know what was happening to me. And I start today realize it. Finally, I see you and connecting with you. That is the basic of pragmatics connection and interaction and communication. So my plug is, whatever modality, that doesn't matter make sure that you teach these kids the magic box the faces and body language. And gestures and connection.

So my mom, we talked a lot in later years about how she raised my. How she knew what to do. Her just gut intuition to make things more inclusive. Make things pragmatic and social for me engage and the expectation she had for me. I would talk and say how do we do this? How do we change parents perception of focusing on the speech bubble and auditory skills to expand that to something bigger so kids are engaged? We had wonderful conversations in her later years when I cared for her. She had dementia she never forgot this piece. She talked about make sure the parents know. Make sure they know that they had to engage their kids early. They have to get them with deaf adults and kids. That would raise the confidence. Her story is her comments and tears and guilt she had so much guilt about not connecting me to deaf adults or American Sign Language or the greater world. We live in a little town way up in the boonies in Maine. The tippy corner town.

And she said I should have driven. I should have gone and found them. She saw a change once she did bring me and drive the 15 hours to Gallaudet University and crying home. She did it because she loved my and saw that I needed that.

And deaf children need that. So the other thing she said, and this was -- we had this discussion. She was 88 when she passed away. Dementia. It was spotty what I got from her. Towards the end she talk and talk about make sure she was passionate about the next-generation of Deaf and Hard-of-Hearing children.

She talked about access. In feeling that she did the right thing okay we got you hearing aids. But what she missed was the pragmatic piece. She didn't know that word. I don't think that was a word in her vocabulary. It is a newer world in our field. That is what she talked about. And well-being. She said, Karen I don't know if parents know the connection. Access to pragmatics and social engagement. So well-being of children. Looking back, I see how lonely you were. How disconnected. She would say this in spotty sentence I would sit with her and she start to talk about it and talking about it. It was engrained in her being it was important to do that. She also talked about the concept of open discussion. Parent to child.

She said, I wish I had told you, you were deaf. So we could talk about what it means engagement wise to you. What does it mean socially? Are you engaged? How are you feeling Karen are you okay? In the party. How was the party. Instead of just driving me to the party she wished looking back, that she asked me about it and prepped me and talking about who is going to be there. And asking me my feelings about being isolated. Karen how do you connect to those kids? How is that for you? What do you feel? What are you thinking? Her regret none of that happened.

She never -- we never talk about the fact that I was deaf. Until I went to Gallaudet University.

And I said, I think this is where I need to go. My best friend said I think this is where you need to go. Later she said we should have talked about it. Well, being is little babies and toddlers you are deaf what does that mean for you? What does it mean socially and access wise? What does it mean? Having the ongoing conversations with children when they are little, and all the way up.

Will change the landscape of deaf children it will. And lingering into adulthood it is still therefore, we. I think about 2015 I had a fall.

And traumatic brain injury that is why I could not see now. That is alive changing experience in many ways. It left me unable to walk and using my left side and talk. The biggest ha, ha for me was I needed to learn pragmatics all over again. It made me think, about our babies and about what my family was doing for me. You came to see me. I had to speak about social.

I had to think about how I engage with people and think about what is going on around me and I connect with that. Just the connection to my family.

So I remember thinking, I was healing in therapy this is what I felt as a five year old or ten year old. I was not connecting I didn't know how. Nobody taught me. So I started to go to a speech therapist. We didn't work on my speech. We worked on my memory. And worked on connection. We worked on social engagement. So I could go back to work. And I could engage with people.

But I will tell you, it is still here today in a lot of ways. I think about my children growing up, they were on the football team and in the dance classes I was a dance mom and football mom I was there. But so ashamed of myself. Because I was off in the corner a lot. What are you doing Karen get out and try. But number one I didn't have access. Number two, I didn't have courage. And thinking about, what could have changed if I had pushed myself out of my comfort zone for my children? By the time my third child came along I had it figured out more. It was because with my first and second child, I felt that same isolation that I felt when I was little. And practicing it and thinking about it.

But that doesn't go away. My recent experience I shared I -- this new position and state and new school. Maine I knew everybody. Everybody knew me. I knew all the deaf kids and I could tell you their whole story and families and system. I knew the staff I knew people all over the state. Department of Ed. Move to Massachusetts. I know nobody. Except Amy. And a few others. I had to push myself the first few weeks. Came to a place a lot of people don't sign.

So again, that feeling that pit in my stomach I'm back again. What do I do? I started to think about pragmatics. And thinking about how I needed to prep myself socially. To get out there. I was the boss. I had to meet these people and know what is going on in the state of Massachusetts. But my heart, my gut drop me back. So we have to do a better job. At prepping children for confidence and social engagement and give them the tools. I went back more to my TBI and traumatic brain injury sessions with my therapist than anything I learned as a child except my mom stuff. That therapist is about social communication and connection.

That is what we need to do with our kids we have to. We have to change the way that we're addressing deaf children. In the world. We do. We can. We can. It is sessions like this and learning from the experts and listening to those with lived experiences. Talk to other Deaf and Hard-of-Hearing adults. Talk to the teenagers. What are you experiencing? And bring it back to your little one. Bring it back to the preschoolers. And that's the main reason our families need to engage with Deaf and Hard-of-Hearing adults they need the conversation. Our professionals in the world are great we would not be where we are without them the without the experience of Deaf and Hard-of-Hearing children and Deaf and Hard-of-Hearing adults we're only giving the families a little bit of what they need. Maybe a little more. It is a missing link. It is totally the missing link to communication pragmatics and where we need to be going.

>> I think it is time for a break.

>> I will get off my soapbox and it is time for a break. Stand and stretch. Yeah. And there are questions?

>> Could you -- that was excellent. Could you tell me, the University again that you mentioned?

>> Gallaudet.

>> I have another question.

>> I should have explains that Gallaudet University is the only world University for Deaf and hard-of-hearing individuals. I stepped foot on the campus I was surrounded by others like me. I didn't know that. It took me a while to look around and figure out you are like me. I think about, I went to a summer program in July. I didn't know sign. There were 42 of us. In the program. That had grown-up like me.

The conversations we had at night, were nothing like the conversations that I tried to fit into the parties they were real. They -- I was connected. We were engaged. I'm in Massachusetts.

>> You are at Boston's children.

>> Near Boston 30 minutes away from Boston on the North Shore. I'm at children's center communication Beverly Center For The Deaf. Over the next few days, feel free to grab me. Connect with me. I'm happy to chat with you. Yeah.

>> (off the mic).

>> I want to thank you for sharing your story. You could see me that needs to?

Okay.

The light.

Thank you for sharing your story. I think it is valuable. So valuable to know more in -- internally. Intuitionally. Your life experience. And that is how we grow. And we learn from your life. Your life experience. And so that is my personal response. My professional response, is we're right now with many of you, we are working with children. Who have serious language deprivation going on. They arrive to us. And as a professional, I continually feel like I'm holding tension between providing language. They need an emergency situation. Plus, nurturing and fostering social and emotional development as well and Theory of mind.

So that balance and trying to do all of that, in that journey is tough. You have any advice? Or any insights? Professionally for us to better balance and hold that balance?

>> Balance is totally the key. But really, it is all in passing. My slide about speech you could not separate that. You could not separate speech from language from pragmatics an social engagement. I think that is the biggest problem in the field. We teach kids words. We teach kids sentences and I think -- I was a robot I was such a robot. (laughing) But I didn't have pragmatics. I had next to none. I could spit out any sentence I could say words. But everything else I could say. Oh, look at her speech.

But was I happy or engaged? Professionals need to figure out a way to put it together. You will learn tips in the next couple hours you will hear tips from us to engage that piece. Again, you need to introduce your families to others that went through this and Deaf and Hard-of-Hearing adults that lived it. They will share so many more tips than we will. You talk to one deaf adult you talk to one deaf adult. You talk to 20 deaf adult that is the biggest thing that will help you figure out. I think about my friends that grew up in deaf schools and residential schools their stories are different. Home is home. Talk to deaf adults. Engage them and engage families and remember we could not separate any of this.

It cannot be a separate speech therapy session it can't.

>> Break time.

>> Five minutes? 10 minutes?

>> About 15. Let's do 10 minutes. So it is about 9:25 we will come back at 9:35. I've been trying to check off your name tag that you are here. So if I have not, we have not met face-to-face check with me at some point. I will make sure I get you checked off that paid to be in the session. All right. Thank you.

(break until 9:35 a.m.)

>> We will give it another couple minutes to make sure everyone has time to come back here. We will start around 9:40.

>> Welcome back. Again, I'm Sara Kennedy the parent on the panel with all of these doctors and what not over here. I want to talk about explaining pragmatics to parents.

So many -- quite a few years ago now, I think Amy had a think tank near Boston where a group of professionals, parents, deaf adults got together. And they were talking about pragmatics and how to support it. And what it is. And lot of topics about this. I think each person there was assigned to get some people on text or e-mail they could kind of share ideas with. And Debbie happened to pick me. One first question she asked, I'm sure she had other people she picked me too

One first question she asked was, you think we should use the term pragmatics? You think a parents understand that? I did give it some thought. You know, when we simplify the language we don't do our parents any good service. So we could say hearing healthcare specialist for children. It is a lot quicker and recognized in our world to say Pediatric Audiologist. So we could also learn what pragmatics means.

You've had good definitions already. I think for me, really simple way to talk about it is just the social use of language. The ability our kids learn to be able to kind of read the room.

To know what our partner may be thinking. We are not always right about that. But they have some idea about what our communication partners is thinking. And this skill evolves over time. With exposure, with practice, and with great early intervention and parent's support. While a one-year-old is a factual little person, things are happy or not. The child gets older they learn a really important milestone. That is the ability to tell a lie.

And we kind of shutter at that. It is really important that our little kids know the difference between truth and a lie. Fiction and not fiction. Some adults could use that ability.

And we then as the kids grow they could learn to invite social interaction. They could invite a friend to play with them. They can learn to change the subject. They could learn to maintain a topic.

And really importantly, learn to tell a story from beginning to middle to end. And place it somewhere in time so we know that it didn't happened to. Maybe it was some time ago and maybe it was years ago as they get older. My toddler son had a word I loved called last e-er night that meant any time before now. It was back there somewhere.

And as they get into the kind of 6-12 year range, you get a little more social manners coming into play. The ability to change how someone communicates so it matches the person you talk to. You talk differently to a puppy than your teacher or the doctor versus the neighbor.

And the neighbor that can't see you very well, you might talk differently than the one you see all the time. The ability to persuade is also important. They get older into the teen years and their brain start to separate, and parents don't have as much influence, wait that is a different story. They get into the realm of humor, sarcasm, and you know kind of getting the law degree in negotiation.

Like everybody else is staying out late can I be this late from the dance.

We need to negotiate that as more equal partners not quite equal but getting there. So that's how I explain pragmatics to parents. I wondered if anyone else has a handy way they went about it? Early interventionist I'm looking at you. Can we run the mic? There it is.

>> Hi. I honestly often find myself talking to parents about job interviews when I introduce pragmatics. Off the bat I say you want your child to know how to behave in a job interview. And act the same way at church and the park. We talk about situational awareness and social behavior that is appropriate.

>> Very good. Yes. Talk about the job skills early as well that never starts early enough. Anyone else? That is a great point.

I did want to share, Christy study back in 2012, this was some skills that were not mastered by children that had hearing differences by age seven that were typically mastered by hearing kids by age 4. Give or take some complex language.

So those were being able to provide information on request.

Repairing incomplete sentences

Ending and starting conversations.

Maintaining the topic. I mentioned already.

Interrupting or interjecting. Doing that appropriately.

Making apologies.

Requesting clarification. Such an important skill.

Making promises in Colorado they did well. For some reason early intervention is focus on promises. I don't know.

Asking questions for better problem solving.

And to make predictions.

I already mentioned retelling a story from beginning, middle, and end in a logical order.

Comparing and contrasting.

Those were things that we're not doing well at the time of the study.

I think about attachment, I'm more and more convinced that this is the beginning. Of language. And in fact, kind of in response to earlier discussion this morning, I'm thinking that attachment is the opposite of deprivation. So you think about an attached parent is responding. They're interacting, they're getting into the child's world. They're learning what it is like to be a deaf or hard-of-hearing person to the extent they can with the helpful early interventionist and deaf adults. That responsiveness, builds language and it is the start of joint visual attention and shared gaze and all of this that builds language.

I think too, that responsiveness of parents and caregivers helps a baby feel secure. And it helps them feel important. And valued. And that is seed of great self-esteem and self-identity. Are you with me on this? I see heads nodding. I thought it was way too out there. Good.

So we're going to talk about how caregivers and EI providers could support pragmatics. I know this little guy. He was kicked out of preschool. Strong willed he is going to be a fabulous adult.

We can support his pragmatics. We could keep him safe. This is not the time to reason with him. This is the time to let it be. And then you reflect later; right? Let's talk about the important pragmatics skills are from birth to one year of age.

This is the language soaking it in time. Not much is coming out. Expressive language wise. But more than you think. But they are learning the first social smile. Dang that first month is long. Before you get positive feedback. And you get the first smile. They start to imitate the facial expressions, tuning into other's expressions.

There is the early social gains and you saw the rise and fall of the baby's babbling in the earlier video. Dad takes a turn. The baby takes a turn. They escalate at some point someone will break the visual gaze it is a little much. Usually the baby first. You could resume that play. Longer. Then eventually someone needs to eat or sleep it is the rhythm of the day. The early gestures and if you recognize every gesture as communication, every eye gaze, every place that baby looks, every smile, as communication, you could build on that.

You can -- I'm not going to do into strategies I will take your slide Kelly.

Certainly pointing for joint attention is a strategy that you could use that should not be on my slide, oops. Let's talk about how to support pragmatics. 0 to 12 months. I will invite you up.

>> I will stay over here. It looks a little crowded. Supporting pragmatics at this age. You guys will have a ton of ideas. And these are all just -- I mean the list is -- is long. But like Sara said, assuming all behavior is communication and really respecting all of the communication that you see children doing. Going back quick, anyone here preschool teachers? Who is in state. From Colorado? Okay.

Lots of out-of-state. Sorry. Just wanted to know that kind of moving forward.

(laughing).

Kind of going back to this, so really being aware, cueing in to your baby's responses and things like that. Let's talk about technology use. Look at the --

(laughing).

Look at the research on how technology use is impacting parent communication. With their children. It is pretty intense. You look at the research. It is really I think, making a big effect on the pragmatics. We're seeing passive responses. Less face-to-face communication. A lot of parents peek around at the park. A lot of moms and dads and babysitter's and nannies are on the phone as they play. You take the kid on the walk and not talking about the birds or trees. They multi-task and have the headphones in. There is not that communication. I think being intentional and talking with parents early about their use of technology while they are with their children and the missed opportunities to support and encourage the communication between parent and/or caregiver and child. Meeting deaf adult models and mentors and take cues from that and helping parents to find the resources in the communities to support those connections.

To support the pragmatics development I will throw it out before we get into more things, how would you support pragmatics birth to 12 months?

>> One thing I kept thinking was I often ask parents what do you enjoy doing with your child? That is what I first ask. They answer me, we build off that. Look at the connection and bonding and things they are learning.

>> That is perfect. Thanks. Others?

>> I found introducing parents to the concept of co-regulation there is this whole myth of let your baby self-soothe, the Ferber Method maybe that big time. Your baby will never learn to fall asleep on their own he will cry when he falls. That regulation, offering comfort consistently and also paying attention to parental interstate. 90% of our attention in distressing moments should be here. On regulating me what flows out of me, is my calmness self that is hard work. And go to therapy.

(laughing).

>> I like it. You are right though going back to respecting emotional states identifying those for the babies even at this age is going to be one of the strategies you could incorporate. It is emotional being under a year old. Others? Somebody asked earlier what we could do now to support this? Honestly, talking about this and I love how many parents and early interventionist are here. I think pragmatics Theory of mind we touched on we talk about at the age of three or it's an issue. Talking about it now and learning about it now and using the word pragmatics and getting it out to parents and early intervention in conversations and language, I feel is the biggest things you could do right now.

And falls into this stage. It is not too early to talk about it with parents.

>> I thought maybe it is helpful too to reflect back on the videos we watched about engaged father. With his baby. What do we notice about -- it was the same father. I don't know if you noticed. It is the same father he is from a tri-lingual family he uses sign language and regular language and Spanish. In the first video he went back and forth with the baby what did the dad do at the early stages of development is supporting the concepts of pragmatics? What did we notice he did? Mirroring. So reflecting back with the baby was doing.

What pragmatics skill does that teach? Turn taking. So you all know this. You are able I ask you these questions you could tell me these things. What we're trying to do is bring this -- that is not just happening we bring it into the consciousness and reflect that is happening and highlight it for parents, then we get people that realize this is not an abstract concept this is happening all the time. We are more tuned into what it looks like, we could be tuned into how to help support families to do it more.

What else did you notice that the dad was doing? In either the story he was signing with the baby? Or he was like, talking to him while the baby was cooing?

>> (off mic).

>> He set-up, he used vocal cues. He used pausing. And in the other video he is using sign you also saw him use tactile cues, too. He used tactile cues. Yes. I love it.

>> (off mic).

>> And animation. The facial expressions. The big exaggerated expressive signs he used. Reflection patterns in his voice. Those things help cue babies into individuals as communication partners.

What we're talking about is not just language development we're talking about the ability to develop communication and communication is inherently social.

We want to help early on establish that idea that this language that we're using is something that we use to connect and engage with other people.

And that's pragmatics. Being able to use the language in a social way. So you all, were not raising your hands initially to say those things. We start to tune into it, not just taking for granted those things that dad was doing are in fact, supporting and teaching pragmatics and communication, we could help foster that with the families we work with.

>> I think Debbie another huge point you bring up is this is all day every day. Going on, as early interventionist and preschool teachers and parents you have routines you do with is families and supporting families you are doing it and how we encourage it to add to what you are doing with your routines with your baby. You change the diaper or bath time or you hang out. How we infuse the pragmatics and have intentionality around it.

>> The other thing I threw down about this, because I'm presenting. I heard this comb up with families a couple times. Parents are like they are just -- he is ignoring me. Isn't she cute she doesn't want to pay attention that is a big cue to a couple things. One is all of the pragmatics we didn't talk about positioning you saw it in the videos. Being able to position and be again, intentional how you gain your child's attention. I don't believe children under a year old will intentionally ignore you or have that type of behavior on intentional way. Being able to teach parents, okay, that is happening how we will do that and help you engage with your child? They are probably doing it. How we could help support and get more attention for that child and communication?

>> I would as a parent encourage you to be forth right about coaching parents. I was a parent that did not use my hands. I didn't use my face. I just talked. I needed to work on making my expressions say what I was feeling. Think about this story here. The tendency of a busy parent is to hurry up and clean it up. What a great conversation that this mom or dad or aunt could have with this baby. Who got in a little trouble. And it is not going to feel good to get your face and hands wiped with the wash cloth and yuck.

>> How did it taste?

>> How did that taste? Blah.

>> 12-20 4 months the language explosion starts to begin it is non-verbal. It is verbal. It is signed whatever is coming out.

So much could be communicated with one word, one sign, one look, and combination. I think we might have people in the room that would have examples of this. We -- there is a linked video. I will show you that. In fact, let's do that now. Tech support. This is why she is the PhD.

>> No one wants me to be the tech support.

(CAPTIONED VIDEO).

>> So this father is deaf communicating with his deaf child.

(CAPTIONED VIDEO).

>> Is it still going?

>> Yeah.

>> See this is why I'm not tech support. Okay.

>> Do we need somebody to voice for the child? Or you want to do both?

>> I'll do both.

>> Okay.

(CAPTIONED VIDEO).

>> Okay. So what kinds of skills did you see there? He is remembering a lot of what happened. With just a few props. Bringing up new topics. And the dad is doing a good job trying to maintain the topics as well.

Remembering different animals. Then starting to count and pointing and lots of intent there. A lot of expression.

Anything else?

Where is my mic?

>> The dad was at the child's level and including the equal conversation and equal communication partners. That makes a huge difference versus you are up high and being down and that is the pragmatics, being able to look at I'm comfortable. I had to share that information with you.

>> Excellent. I saw another hand.

>> The father acknowledged even when the baby went off topic I understand what you are saying and did a good job to expand what the child was communicating.

>> A lot of modeling and turn taking and wait time, too. Anyone else? Lots going on there.

So we also see the emergence -- I

>> I think it is lovely to do yes and. There was recognition even if it was off topic. Sometimes people could be prone to want to, correct that is not what I'm asking. The redirection was yes and. Pulling the child in. I think that is another way to encourage communication and recognizing the intent to communicate.

>> I like how he didn't criticize. What you said cow she signed cow different in baby sign. And he said yes and sign it correctly. He would not correct her or change her hand shape. He model back to her so she could pick it up. I liked how he did that.

>> I like that too. I just learned this term last year, assuming competence. Responding like you know the child meant something. And going with that. That is building language. Anything else? Couple more.

>> I'm deaf myself I have three children. Two are hearing one is deaf. Watching the video he has too much patience, wow. Me as a parent, I think this might be a hearing father in the video. He is really emphasizes the patient and matching the child where they are at. Myself with two kids and my daughter that is deaf same as me I struggle to communicate. It is touch -- I grew up deaf. I was the only deaf child. My family was hearing.

So I knew the cultures are different. So I tried to -- I went to the deaf school and mainstreamed, also. I brought it -- home -- to my children to be able to see, you know, so at school, my older daughter I felt not sure exactly it felt different. I never saw -- I never saw her sign.

Even though her parent signs she speaks at school. My oldest daughter my middle daughter, she understood. She has a deaf family. And my wife as well. Has a deaf family.

Not the whole family her brothers and some siblings are deaf as well. We have different experiences and cultures. So now with my daughter, this is the same as me I need to shift.

And it feels different. You know, as a parent focus on my deaf child and how I interact with them I understand the experience and what she has gone through going to mainstream schools or deaf schools. At work different experiences everyone experiencing different experience. I focus attention on her knowing the experience is different it requires more patience and my heart feels like a channel. I need to fit each of my children. That I think, this is great for parents to apply and use for their children and have patience with them that is a key thing.

>> I love that. Patience. Wait time that is important. I see more people. Kelly you run --

>> I noticed how that father expanded world knowledge. And kind of concept development in this conversation. Like, it was not -- it was about the past and shared experience he broaden her understanding of the world and the world of cows and that is an important part too, I think.

>> Right. It comes back to poop, too.

(laughing).

And there was a lady in the middle? With the mic so we get it on the captions.

>> I was going to say I was listening to the talk this morning. And then, to this father talking about his three different kids. I have a set of twins that are two. They are completely different. He was talking about his different children and how he felt each path is different. The same thing with my 2,grandsons are hearing. One is verbal and pragmatic and everything goes great with him. The other is a follower. And he doesn't -- his pragmatic skills are not like his twin brother. So just in response to what he is saying we experience that same difference of each kid being indifferent. You know the same thing with hearing children.

And I think it all like you said this morning, it is everything. It is building their self-confidence from the dad that was vocal playing back and forth with his baby. The confidence for that baby to continue to vocal play back with the Daddy is the first thing is building that baby's confidence. So that to me goes a long way when we could build that confidence in children from a young age. That starts when they are really, really, young, young, young. I think that's some of -- what we've missed with our young deaf children. And the confidence for them to step out and we need to build that and it starts very early of course.

>> Absolutely. You know, my daughter and her husband and their new baby lived with us for the first six months of their life as they launched. And I just kept seeing like you said Kelly, young adults almost like teenagers, on the phone while they hold the baby and not really interacting. And I just kind of went into therapy mode, but modeling, that there is so much the baby could do and understand.

And respond. It seemed like that woke everybody up. I have a taste of what it might be like to be an early interventionist that enter into a family that didn't have quite of a sense of how children develop. What an exciting thing to see.

>> Beautiful respect for communication on here, too. The dad listened and responded to everything. That his daughter said. There is something in here I noticed with a was not happening too that we fall prey, too. He didn't ask a ton of questions. We pepper our kids a ton of questions. And yes or no questions and open-ended questions we ask and ask and not the free flowing conversation with our children. And so, I think that is something I noticed is not included in this, I love that.

>> All right. Let's move on to the next one. We will show another video.

>> I think this is talking about strategy that is little Katie we watched the video on. Any strategies you have for the 12-24 huge explosion time in life for little people. I feel there is a lot of people volunteering information.

(laughing).

There we go. Well done. Yes. I never know how to find people best, sorry.

>> The running commentary on you know making the implicit explicit the direct instruction. I love how -- someone -- Karen I think it was, talked about preteaching. I mean, it is fundamental for our older kids we pre-teach you know vocabulary and new vocabulary. What does that look like with little children? And what it looks is like all day, every day in their world. The limit could come in though what we see is when parents are not well-resourced. To outpace their child in ASL development particularly. Or when they are not equipped with appropriate listening strategies we run into our state and I believe everywhere, a tremendous barrier. And because you can't narrate. If you don't have the language to give. So we have to have, have to, call-to-action. To resource parents linguistically.

>> Yeah. Good call.

>> I want to follow-up on Lacey's comment. Because I both agree with you and I want us to be conscious about narrate the day. Such common advice is narrate the day. Some caregiver take I'm the one talking all the time. I'm talking to provide exposure. But exposure to language is different than access. It requires we check-in and find out they follow that and look at their raised eyebrows that didn't make sense I will expand and the turn taking part. The charge to narrate the whole day is burdensome. I need it talk and talk they need the language input. But we could do that at the expense of promoting pragmatics we don't allow the turn taking and adjusting our language accordingly. They need that access. And not only exposure.

>> (off the mic).

>> The return is important as the serve. Thank you Amy for supplementing the thought. The tennis match it is done if one person is doing the hitting. This person needs to return it. The turn taking is a huge deal.

>> That is where the social piece comes in. You need a communication partner. Absolutely. Couple other strategies here I will throw out for things I love.

Experience books. Experience boxes. Go for a walk. Collect those things. Throw them in a box. Talk about them tomorrow. Take them to grandma's house. Whatever the case may be your child can have that opportunity to naturally talk about things that have already happened. I have a soapbox about technology mow fast we could take pictures and go back to the zoo and poop happens at the zoo. All of those things could you easily access that and it is a great use of technology. Sharing them with daycare.

We have a lot of families who need or choose daycare for their children. It is a separate soapbox I could get onto. How to promote pragmatics for our children that are Deaf and Hard-of-Hearing in the daycare setting.

Sometimes pictures are an easy way to do that back and forth. Between what happened at home and how they expand it at school. We had a temper tantrum coming in. Can we talk about that. I know you felt upset. It is a busy time of day for families it doesn't make the emotions that is something that could not be talked about in a variety of settings. Yes.

>> I found there are many parents that take pictures and tons of pictures and video from the phone and everything they leave them. And so, we really encourage the children love to see themselves. They want to show themselves and show the pictures that is a great way to get the conversations started. If it is not there why take the pictures if you will not use them. The kids are fascinated that is me. Look. That is a great way to start the conversation it is important to use the technology in the best way we could show that.

>> Totally agree. There are tons of places that will print up the book in 24 hours. At Walgreens the picture books with the blank pages you could slip them in if you print them out. The two year old is savvy on the iPad and flip through and talk about it as well. Pictures are powerful. Give a lot. My niece has a book with our pictures. It is people that love me to connect with family across the country and that is supportive like Zoom calls to have the communication knowing the name of family. That type of thing.

Any other strategies to this age group you are using? That you see at home?

>> (off the mic).

>> I think we are good.

>> I will hold it down here. We do the little piggy's or whatever we will leave one word off. It starts with one word. We do it over-and-over. It is their favorite thing to do any time. And they fill in the word. Ins of one word we go to two words it builds their confidence they love it. It is the same little jingle or songs that we sing all the time. And it is their favorite thing to ever interact with. Again, it goes back to building that communication and the pragmatics there.

>> Two year old's are hilarious tap into the humor. Old McDonald could have a dinosaur on the farm. Switch up you the routines to keep things predictable for kids as they need it, too. There is a balance there. Anyone work with or have children that use augmented communication devices? Yeah.

I think pragmatics is something we don't talk about with kids that use AAC devices for communication. So we could talk about that more, too. Start early. And I should have mentioned it back to birth-12 month group. I think AAC is one thing we wait to talk about for kids. And I in my opinion it should be introduced early and talk about not only for vocabulary but communication and pragmatics with kids.

What else? Positioning remains huge. Karen talked about this simplifying language this is a great time to expand on the language. Don't keep it predictable or easy or talk about the cat only. But talk about the neighbor's cat that sits on the roof and watches you every morning. Talk up to kids not down to kids this is the age that becomes critical.

>> I could think of another strategy. In our children's safety project we look at prevention from any kind of maltreatment for our kids that are Deaf and Hard-of-Hearing. And in these early years we talked about doing things more that the child really likes. Stopping doing thing that's the child doesn't like.

And helping to give language to that and the preferences and not preferences. I don't like broccoli or the hot bath and do more of what the child does like and give language around that. Your hand is going up.

>> (off the mic).

>> One thing I do with my daughter to encourage her preferences are going to continue to change. She will -- you know, I don't like this. And I, off what you said, I will say remember, tomorrow that might change. Or on a rainy day. And how you grow. And things like that. To get her to understand that dynamic keeps changing.

>> Your preferences change too; right? Talking about that as well. So they have access to your preferences, too. I had another good point I can't remember that is okay. It will come back.

So let's talk about what is going on at two years to three years. Sara. Thank you.

>> I was thinking to see in the child for example, the child is coming into a program at 3 years old and they don't have the foundational skills yet that a one-year-old might. We need to meet them where they are at. Don't assume they are three and they have the eye contact or they are able to do the skills that three-year olds could do if they have the exposure. They may be at a one-year-old level. We need to adjust to where they are at. It is not age level it is where they are at and be able to meet them. That is an important issue to bring up.

>> Absolutely. I think the conversations aren't the language pragmatics it areas we need to discuss. There are concerns, gaps, things like that to recognize them and address them earlier. I remembered what I was going to say. Advocacy starts now. Asking your kids about their preferences and let them know they didn't hear you and say I didn't hear that and respect that. The questions they could ask and information they could gain to support their self-advocacy skills I should have mentioned it in the beginning. Here we go 2-3.

>> These are two different kids 24 to 8 and 30 to 36 month big changes. Big changes every day at this point. Let's see what is happening with this mom. So we will show a video.

(CAPTIONED VIDEO).

>> Spoken language. Why is it not working?

(CAPTIONED VIDEO).

>> Lots going on there. The child's acting out of routine. Asking questions. Staying on topic. Lots of expression. Introducing new ideas like going to sleep. It was not time to go to sleep. Mom got home from work. Lots going on there.

Don't -- yeah.

>> I want to -- we should have set-up videos a little better. Some videos are generously shared with us by families and I think it is important to note, they were collected for different purpose. So they are collected sometimes to collect language samples or other things like that.

So you can see in some videos sometimes the families may not be acting in their natural state to support the child's pragmatics language development that is not what they were there to do. The focus on the Waba on the video was the mom feeling that pressure of like oh we're supposed to take the language sample now please take out your Waba to get the language sample. I want to be clear we're not necessarily -- we want to be respectful of the families that provided these. We are not any way to criticize anything that is happening with the families they show lovely things and they're opportunities for us to look at the same situation and say what else could be done? If we were trying to focus on pragmatics what else could be done?

In this case, I think the mom was so focused on the Waba which we know, from knowing the family has been a source of frustration for the family for a little bit of time. But the video does show the daughter at this lovely stage of development coming in. And trying to start engaging in pretend play. So how could you, if you were trying to think about the lens of supporting the importance of play and the role of promoting pragmatics how could you in the same as a caregiver expand what you saw to foster those pragmatics principles? Some were already there and nice.

What else could be brought into that interaction?

>> Or what did you notice that was happening?

>> I'm sorry to keep coming in front of you.

>> My name is Tanya my nerves are high I may get talkie or whatever. I wrote this down before the video was showed I could not help but share what I wrote down.

So I'm a mother of three. My daughter is 10. My son is 8. He is hard-of-hearing and has hearing aids I love to continue ASL. Long story short I have a two year old as my third kid.

My first thought on this, 24 to 36 month category is repetition of expectation as a mom at home. I appreciate that video. Because toward the end she was not expressing that we will continue, after the Waba is out, she -- see I don't talk in public

>> You are doing great.

>> Thank you.

(laughing).

Okay I'm back. I think the important factor in what she was doing as a mom, is just as important with pragmatics as discipline. Because of course a lot of people mentioned some behavior issues. My son, 8-year old son, I'm mostly here because I wonder what else I could do for him. He is behind. And behavioral aspects. But on the material thing I love that we're talking about two year old's I have one. And I hope that helps I pointed out the thing you mentioned was not relevant I find really relevant. Pragmatics with -- that words way just saying. Discipline. Yeah. Expectations is the best word, yes thank you. Uh-huh. Because they have to respond to you back. That is a huge part of communication and connection. Okay. Thanks.

>> That is an excellent point I totally agree. The language she used around it; right? Also helped to explain when you have your Waba I can't understand you. So that's Theory of mind too in addition to that teaching those social expectations and behavioral expectations in different environments.

>> Little prompts for her negotiation skills I'm going to bed I'm lying down. She figure that piece out too.

>> Before we talk about strategies for this, we will take a side line into Theory of mind.

So we brought this topic up before. A little bit. And a little more detail. Why is Theory of mind important? It is that ability to know that other people have a different perspective. Have something else different in their mind. Different experience. You can use books, you could use real life experiences, you could talk about the character in the book little red riding hood didn't know the wolf eaten her grandmother and dressed up to be the grandmother. Little red riding hood didn't know that. But the wolf knew lots of things. We could talk about the differences and what is known and not known.

Or at a simple level, that I like broccoli, and my oldest son doesn't. And what do you think about broccoli? Do you like broccoli? That kind of thing. Also, using mental state verbs. Was just a game changer for our family. I went to this lecture by a particular person. When my daughter was 5. And she put up a lists of mental state verbs I realized I didn't use in conversation because I didn't know how to sign them.

And I was not sure how to explain them. And it was holding her back. I was simplifying her world. At just for my own convenience. I went home, I typed up my own list I put them on the refrigerator and learned them as fast as I could. I started to use them daily. Within a few weeks, she came home from preschool and said, my speech therapist is sick. I hope she feels better soon. I'm worried about her. Words she not yet used. Even past tense and future tense had not been clear before that point. We had another great discussion pretty few weeks later talking about dreams. And nightmares. And for the first time she was able to explain to me, what kinds of pictures she saw in her head at night. That is a dream.

It was a wonderful explosion of language. So beyond narrating your day, which I found so burdensome as a parent, I wished someone let me know I could talk about what the baby is feeling. Probably. You could make a guess. And that would give you so much more things to talk about.

Besides oh I wonder what we will have for dinner mommy forgot the spaghetti we will have something else, Plan B. It is good but boring. There is not much give-and-take. Think about mental state verbs and the toddler state for narrating the day. Expand awareness through books is important. I think you should read Hirano is reading to the newborn from the first moments it gives you the experience of fluency and dramaticness of story whether you sign or speak or combination. It gives a whole different picture and different words than we use on a daily basis.

And that early humor is another piece. Babies love slapstick for whatever reason. You fall on the floor they think it is funny. And we have a little video here, too. Let's see if it works. This is a spoken language video. There might be a little sign language. Any minute now. There we go. I will let you grab the remote.

(CAPTIONED VIDEO).

>> So little brief introduction for that child. About hide-and-seek. I simple concept there.

>> Also Theory of mind. Because the reason that is so hilarious is what?

>> (off the mic).

>> The hand is not missing he is thinking that the mom thinks the hand is missing not realizing she has a different perception. You could play those kind of games all day long. With kids that age.

(laughing).

And what you are really doing is playing with Theory of mind.

>> Expanding the peek a boo type of thing.

>> I think that exemplifies what Karen talked about the body movement and space that the child is getting in the example, too.

>> His prediction of how funny it was going to be it was cute could you see it on his face. Got you this time mom.

>> I know him well. He played for years under the blanket hiding. Of course we could see you that is part of the development of Theory of mind. Here is another few videos. Yeah.

>> Hide-and-go-seek one for sure.

(CAPTIONED VIDEO).

>> That is Frank Best and his mom on Instagram that is called Raising the Best. She is a teacher of the deaf that had a deaf son. Her goal is to raise him bilingually. Great stuff going on there. He has a ton of skills. Imagination. Intent. Helping to explain things. Using his body he didn't have the sign yet. All kinds of things.

>> Confidence.

(No audio)

CAPTIONER: I am not sure if there is any audio going on but I am not able to hear it. The room has disconnected. 9:44 a.m. PST

 Caption test 2, 3, 4, 5, 6 seven 8. Test, test, 1, 2, 3. Test, test, . Test, 1, 2. Keep testing. Test, test. Okay. That is because you are --

>> We could call everyone's attention back to the front. Not me just like generally to the front.

(laughing).

Generally prefer not directly looking at me.

(laughing).

We're rolling. Look how much we accomplished so far. Folks. Okay. Before I broke the internet, we were talking about how does Theory of mind relate to pragmatics? So here's sort of -- am I buzzing? Here sort of how I think about it.

So we had a nice discussion earlier about how mental state language relates to the Theory of mind. This is how it comes into play with pragmatics. I started to bore you all and apparently the system shut down by explaining the research and pragmatics that talks about three different areas. When any communication is made.

So there is a linguistic researcher, Dr. Austin that talked about with any statement made, that there is locutionary act that is what is said and meant. Illocutionary act that is done. And perlocutionary intent. With my -- there is finger spelling in each word. I was going too fast.

There may be a 13 year old that is a bright boy that asked me if he should take the cookies out of the oven yesterday using paper towels.

And I may have hypothetically said, yeah. I think that's a great idea. Go ahead and take the cookies out. With the paper towel; right? So the actual statement was, go ahead and take the cookies out using the paper towel that is the actual statement. That is what was said. The Illocutionary act, thankfully that they used a paper towel because he had some understanding of the perlocutionary intent that he inferred by understanding my sarcastic comment. He is interpreting my Theory of mind. Which he also used my non-verbal cues that is the face that I did add when I was like, yeah go ahead. That face. You know.

And the tone of voice that I was using that is very sarcastic. He was able to put the pieces together to understand my thinking, my mental state that enabled him to have good pragmatics he was not just acting at the ill locutionary level. We want them to infer meaning from having that good Theory of mind. To be able to reach the level of perlocutionary understanding. That make sense? That is where the theory of mind comes into play as it relates to pragmatics and why we talk about it in this context. I'm sure you all have lots of examples of when it went well. In life. And I'm a living example of when it goes poorly I'm missing that perlocutionary. We wanted to take a time to highlight that.

The question was raised earlier.

>> As Debbie was talking about I thought about the things all the things she talked about is tough for deaf kids. Tone. Can they hear the tone. If it is auditory. The face again. A kid looking or are they just auditory learners? They only had auditory practice? They know to look at the face? They know the eyebrows mean ha, that stuck out from me you talked about that. The pieces are really hard unless we teach those things to kids and give them opportunities to try.

>> Explicitly teaching it and point out when you see it and making that awareness for children. Available.

>> At the same time use sarcasm and use that kind of thing. They will be exposed to it. And explain it. I think when my daughter was little I put a note on the refrigerator saying, are you getting divorced. It was there to remind me every time we had a passionate discussion about something even if we agree. She read the non-verbal’s. And the volume raising and all of that more than she said the words we were saying. So we had been agreeing about Barbie or Oppenheimer. She may have missed we were fighting about it we were not fighting but agree. And they did this or what did you think about this. Making it explicit.

Let's see if we could break it again. Not that one. Skip it. Bad Juju. Group exercise. We will show a video as soon as Debbie could help me find it. It shows an example of a young lady talking about her birthday party. The sister is involved. The mom is involved. And I want you to think about how can you embed more pragmatics. Posturing more pragmatics development in this activity?

>> This is a good example of what Debbie said, this is a language sample type of thing not looking at pragmatics. There is a lot going on in this. Two year old. Is the child who is deaf. And she also has cerebral palsy and a three-year old sister that is talking together about the birthday.

>> The video is in spoken language with some sign. We will need -- ready? Here.

(CAPTIONED VIDEO).

>> (off the mic).

>> We work on moving back to the PowerPoint what did you notice in that interaction? And how do you have support expanding on the pragmatics skills? What kind of opportunities did you see? In that interaction for supporting pragmatics?

>> So I guess one thing I did notice was there was two people involved in the conversation mom was changing her language when talking to Chloe to match her age and the sister was more advanced and adding in a lot of stuff and mom was mitigating between the two children and making answering responsibility while staying on their level like scaffolding the languages to help the language development.

>> I think an opportunity that I would have picked out a little bit to talk about how the older sister was saying she was going to be two instead of four and pointing out that is real or silly? Explicitly teaching she is being silly. She is not going to be two. The mom tried to attempt it by asking she is 4. Prompting it more would have beneficial.

>> You could expand on that and saying she is teasing. Giving what it means to tease. Versus just silly. You could be silly with different ways like the slapstick comedy teaching about teasing is a pragmatic skill children that are Deaf and Hard-of-Hearing may have challenges with that. Building it in.

>> I ruined the other mic.

(laughing).

I'm sure they will tell me to leave. Before they do, if you think about what skills we're hoping to two and three years old to demonstrate, what are the pragmatics skills we outlined earlier when touching on milestones that emerge around this time? So some examples might be, a little bit of requesting; right? We would expect requesting to be coming in. And a little bit of negotiation.

And if we had time to let the video go for longer, you would have seen some discussion between the sisters. About one sister wanted a Rapunzel party and one sister wanted a Barbie party. And there was difference in cake and cupcakes as well.

A really great way to get to some pragmatic skills is to expand the conversation around what does sister want? Why do you think she wants that. There was a discussion later on what they were going wear. They talked about uncle Scott coming. They said everybody was going to wear pink dresses. You think uncle Scott wants to wear a pink dress? To the party. He will rock that pink dress I'm sure but maybe not. That is maybe not what he wants to do. There is lots of opportunity to like encourage that and encourage more turn taking between the sisters. Opposed to go triangular through the mother.

So directing conversation ask your sister what you think and things like that to engage that conversation. The adult directed language is different. Than the language that peers use. And some of us have learned that the hard way.

(laughing).

So those are some things to think about. One way to think about pragmatics to think about the skills we hope to see of the child at their development level and you are right about matching the developmental level where they are. And how we help if we know that is what we're looking for any interaction, how we start to bring it in?

>> I think parents get into the rhythm of asking questions that we know the answer to. The child knows the answer to. It is dull. So encouraging that mom to do a little more of that what does your sister think? Why do you like whatever Barbie's Rapunzel what would brother like as a party? Are you on Kelly?

>> I think so.

>> All right.

>> I will turn it over to you.

>> We touched on this building pragmatics into every day routine. This will lead up to talking about ways to support this through IFSSP, the individual support family plan and the IEP the individualized education program. About routine we could look at them and recognize what they are. Others that aren't on here, singing, dancing, and incorporating a lot of that. Into your days. A lot of children are involved in different groups, activities, music groups, YMCA, that type of thing.

And I put daycare on here again. That was shown on the top right. Another strategy we could use about daily routines I'm not sure how many are familiar with the Lena. We will talk about assessment tools to monitor spoken language development it will not capture signed language development

But it could be another tool that could give a glimpse into how spoken language and turn taking and that type of thing are going during the day.

I think I'm forgetting something about this. What am I forgetting guys? Oh yeah, is it there? Jamie you want to try?

(laughing).

>> This is a dead battery that went on you. Perfect. You will find in the Google folder and some of you might have this, it is not the same thing. Lists of potential routines and how you foster pragmatic during the routine.

>> Debbie this is yours.

>> One thing we hope to encourage was for people to be intentional like we said, about ever routine and interaction is an opportunity for pragmatics. In the Google Drive you will get access to, I promise. We will share QR code that will show you, there is a very elaborate chart that shows you developmental milestones. Pragmatic milestones and interventions that could be done at this age. This chart, is also linked for people who -- some people could take the concepts and say quickly, okay, we will roll with this. Now, that I understand it, I could do it all the time. Other people need to kind of see it mapped out. This is a tool for you to use. To think this through with your families as a coaching tool.

We might take the age range of birth-12 months. And on the left side, the very far left column are different routines throughout the day.

And the rows. Are different routines throughout the day. Diapering and toileting and dressing and going out and book time, bath time and bedtime. We started with feeding as an example. I think about the pragmatics skills we're looking for in a child that is under 12 months, we're looking at all of those things like eye contact. Early turn taking. Smiling. Starting to even introduce that mental state language at this age and how we interpret baby's actions and responses. The columns show the different aspects of pragmatic skills like non-verbal skills. Specific language. Social, interaction skills and play skills and play it within a feeding routine for baby. You could take each part of the routine and look at the chart for the person's age. And figure out, if I'm working on these things I am working on the non-verbal pragmatic skills I will position the baby for eye contact. We feed. I will avoid distractions and put my phone down when I feed that is an intervention. I will smile and use that animated affects that you talked about earlier.

Those are three pragmatic skills in the non-verbal demand we built into feeding. We talk about imitating the baby's hand movements or vocalizations, their facial expressions, commenting on the babe's actions like we saw the dad do. Interpreting. The baby's actions and vocalization and hand movements. And even at this age, starting to offer choices that is a pragmatic skill too to ask for choices. Interactions for taking turns. Singing to baby.

Asking baby what they like. For play skills taking turns pretending to eat. Those are early play skills that are part of pragmatics. This is one line. This is one example. Look how many pragmatics skills we were able to build into just this one daily routine. We cut across all the different aspects of pragmatics. In one routine and in several different ways. That is if we use it as a coaching tool we could help families to see then you know maybe you need to do it on paper. Give a couple suggestions or ideas to get started then it is more automatic.

Any questions about that or thoughts about that as a tool? For using when working with families? In the back.

>> More of a comment. I'm a parent and education teacher. Thinking of myself working with the families I think some people do some of these really well. Just naturally. But others we need to teach it. To have something that they could look at as reminder to put it up on the fridge we feed we will do these things. Having the visual reminder or check you are doing these things incorporate one more to boost the confidence of the parent you are doing these wonderful things let's add more. This is helpful for a lot of people to keep in mind what they need to do even those that are doing it naturally.

>> I love the idea recognizing you are already doing this. Many don't realize we are doing that. Without it there is less intentionality behind it.

>> Just a thought/suggestion, I used to put things on parent's fringes I no longer do it. I say take a picture of it and make it a screen. I think it is a reminder to do this pragmatics thing that is cool.

>> I also think part is knowing the families you work with and who you are as a family. I had the experience of my sister's child needed early intervention and so she was given checkpoints of things to do with him. Including him to work on core exercises. She had -- she got into a place of being anxious about it and feel she needed to check them off to the point it got in the way of the relational part. They came over and felt stressed about it.

I was like, it is okay you do this already. I said remember that game you threw the keys he went to get them you grabbed his legs that is doing the same wheel barrel action your physical therapist recommended you do. So we want to make sure families maintain that relational aspect above all else. This doesn't distract from that. To the extent it could be used as a tool to get families to think about it and be more mindful about it and it becomes automatic is the goal.

>> I think for a lot of families the reality is PT is part of your routine OT is part of your routine and mindful of incorporating it could take the burden off to have one more thing to do.

>> Good job.

>> Okay.

>> Perfect. We will talk about transitioning to preschool. I think you think about, think about it as preschool but you have an 8-year old think about transitioning to the next step for your children.

We have a couple points on here about considering pragmatics and determining eligibility and need for services.

Early intervention you are doing a great job we have a lot of kiddo at the three-year old level that are meeting milestones that are assessed on traditional tools and a lot of kiddo that don't have delays in variety of areas and pragmatics is one area that can support eligibility into preschool we are seeing gaps often for kids that have fabulous expressive language.

Sometimes we still see gaps here. So asking as a parent, asking as a speech therapist or EI provider to have that access as well is a great tool for transition into preschool. Recruiting the support to get it assess is good. Find your allies they are everywhere. A parent support organization or Deaf and Hard-of-Hearing teacher. The classroom teacher. The people that know your kids the best are your all lies to support the pragmatics piece and get it on the IEP's. We talked about not looking at the vocabulary. I see articulation focused a lot on IEP and I EFPs it is not just about that. Articulation piece digging deeper to challenge your educational team that way and shared the news about pragmatics and talk about it. Hopefully, it is more of a conversation at the school level.

>> I think too Kelly you could encourage your families to get out and about to get social experiences in the library storytime, the different classes, the meet up at the park. So you can then describe to your team as you go to the transition meetings and evaluation, what your child does in public in-group situation. And you will have that important data to share with the team.

>> Super important. As classroom teacher we know the noise level is different from home. Predictable familiar voices I know how to listen to my sister but not this kid that is a new voice to me.

And then the effect of noise that is in the classroom and have the experiences from out and about to share with the team is huge. Yes.

>> I have a question. So how many professionals currently working or in the future are actually being trained on this? So that they are well positioned to be on an educational team or part of an evaluation team or, you know IEP team or -- I'm thinking about what is happening in our particular state.

It would be frightening for me to think I was sending my child currently, and asking them to look at pragmatics because they would not have the knowledge background experience.

>> That is an important question why I'm excited to see people here. I think it is getting out there. I know we've done training in Colorado for early intervention professionals. It is going back to who is your educational team and how you support the knowledge around this. Debbie will share information about assessment tools. It's an important conversation to have.

>> I want to add the transition from early intervention to preschool this is where the conversation need to happen kids are not eligible for the services they talk well or they sign well. Or they know the words. And the test Debbie will share more, the test we use don't show it. We pick up the child and put them in preschool and see a different child. So those that are parents or see the kids in preschool and watch for that and get them back in for assessment again three months later. Those tools change. And that child did not -- was not eligible they will be. What I talked about before, schema and content and context, you have a child at home is different. Their confidence and knowing what to do and when to jump in and knowing social context is just a different environment.

So it is really important those out there spread the word. Yeah.

>> I think early interventionist has a responsibility to include it in their notes going to the school for transition. And to include this information so the team knows what we're working on and knows this is a need for children.

>> Just to follow-up with that, many of the Teams that are looking at eligibility, and again they are not being considered eligible, we could provide them with assessments and notes and their eligibility team said that is not part of our battery. We don't use that. I'm curious to know what could be done to educate those particular Teams? When they work with those kids?

>> I think a couple things could be done. Parents have rights under the IEP system to have professionals that have special knowledge of deaf education. And expertise in this realm and if there is not somebody on the team that is something that is asked for. Consultation. Bringing in someone. Whatever it is. And I just lost my train of thought. On the other one. Go ahead.

>> So in my current work as advocate we are developing our team is developing elevator pitches. Go to things we say. And we've learned in our training with you Sara things when the District says, our responses. We don't have the resources to provide that. Hum that is not okay that is not a reason to not provide the service. Having elevator pitches for that sort of thing is important. I've noticed. Because at the table, you are going to freeze up. You will feel like well that is the Special Ed Director I don't want to challenge or create enemies.

But there are ways, I'm blanking on practical ones now. But we have lists and scripts. And you pull them out. And you don't feel bad about pulling them out. Ultimately you are the voice that the family and child

>> You get the regular commentary we don't do that here. That is not our policy. We have 500 kids in the building. There is a lists of answers you could give based on the law. And it is on the ASTra website on the Hands & Voices page. It is IEP lingo Bingo. It was invented on a plane that thought let's put the comments we hair on the chart and we draw a chart on it and we could yell bingo at the IEP meeting. Those evaluations have could be considered in the development of the I EP they don't need to accept everything. But the evaluation needs to be discusses and considered and entered into the meeting notes it is up to the folks on the team early interventionist and parent and whoever else they could bring private therapist what have you, to build a need for any services accommodations or goals by the narrative that they share at the meeting. I hope that helps a little.

>> I also think a lot of times we put it on the parents to find the information. As a professional on the educational team whether it is the Part B or C side reach out to your state as a professional to get the guidance for the wording.

>> We've been talking about the assessment piece we jumped to that. That is okay. One challenge of advocate for like goals and intervention related to pragmatics has traditionally been we don't have a lot of great pragmatics assessment tools. We are lacking for the tools for children that communicate in different modalities. We put up here and distributed throughout the room. We didn't have enough copies I bought a packet there was not enough. So if you don't have the copy of three of the checklist you should have a copy of the self-P pragmatic checklist on the top descriptive pragmatic profile that is the preschool version of the pragmatics profile. For children that are ages 3-six I believe from the self-the speech language therapist are qualified to give this one as a parent check list that the parent endorses where the child's skills are.

There are many in the room that might be familiar with the pragmatics checklist. That is the one that is cited in Diane and the article from 2012 about pragmatic skills in young children that are Deaf and Hard-of-Hearing that is publicly available. You Google it you will find it. It is linked and will be in the shared drive. I handed you out these copies. On the self P pragmatics checklist that I should recruit back from you. I'm not supposed to distribute them.

If you are willing to, leave it at the door but take a look at them. There is the central Institute for The deaf has a preschool pragmatic form. In the shared drive you will find a table that compares these. And what things they assess. I will ask you know to take a few minutes. To look through those forms. And look at what aspects of pragmatic language each of those tools seems to be assessing.

We will take three minutes to take a look through them.

And if you don't have one you could raise your hand. And/or find someone nearby. This one is the --

(off the mic)

You could partner with someone nearby. While you talk about this I will just -- never mind I will let you look. We could not do both at the same time.

>> I'm sorry. I will call your attention back. Just because we're running short on time. With our technical difficulties today. And the really great conversation you brought today.

So what did -- what kind of common aspects of pragmatics did you see where assessed across the different types of pragmatics assessments?

>> I've seen focus on non-verbal. It is -- it made me think of other's stories. Karen's story. My son is 26. He is deaf. And so, people are always asking him, you read lips. What I'm reading is your expression. It is all about this pragmatics. He worked hard to read the room. Read the facial expressions. So that is good. Focus on that.

>> I thought, a lot of courage came up. A lot. Having that confidence and courage. My daughter, I'm constantly pushing her. She is getting to the age where she is losing the courage. She has the skills to advocate for herself and knows what to do but she is not doing it. Because of the confidence and courage. She doesn't want to look different. Things like that. A lot of that is embedded in this.

>> As hard we could all remember that age. The struggles. What else?

>> Just general themes for timeliness sake I pulled together that were throughout the assessments some focus on particular areas than others. The aspect of non-verbal aspects of social communication. The conversations and turn taking we've talked about.

Understanding and using different social conventions. These are all unfortunately -- I will save it for later. Understanding some social conventions like attention and joining conversations and joining play. Responding. To others communication. So responding when someone ask the child a question.

Their communication with peers. Those are all sort of themes embedded throughout this. And each of the scales that the measurements distributed earlier, are for children that are at the youngest 24 months and up. That is important to note that we are starting with those -- that particular set of pragmatics skills developmentally.

What -- were there any skills you felt were missing? From those pragmatic assessments? Any skills missing? Gosh like this is an important skill for a young Deaf and Hard-of-Hearing child to have but it is not assessed here. We know it is not assessed, that there may not be the follow-up intervention. To support that skill.

>> I want to see shows range of emotion that is infant early mental health red flag. You see traumas all the time or no variety in the emotion you need to pay attention.

>> Absolutely.

>> I agree with what you are saying. Most people have a misunderstanding how I express language it is intense or you look at facial people don't understand ASL and lion roars they understand how they are feeling they express how it shows. Sometimes there is miss communication it doesn't mean anger we need to be careful how people perceive modalities and opinions assumed because of that. We need to be careful. It is important we are aware and let people know it is not verbal cues or anger it could be passion or connecting to that and eye contact aspect. There is a lot to it not to make the assumptions.

>> I think you are also touching on one points I was hoping would be brought up in the discussion. Which is, pragmatics is culturally bound; right? And so it does depend on understanding how the child needs to use the social communication within the different cultural context and social environment they interact. Whether that is interacting with deaf adults, communicating using sign language like ASL or other sign language, whether that is needing to code switch do communicate with hearing adults. None of the skills are captured in the assessments. Some of this skill the idea can the child negotiate? It doesn't specify whether they do that in any particular language.

So that one could be broadly applied. The developmental stage that occurs and the context which that occurs. Whether it's an adult that could communicate with them in their language or an adult that could communicate with them not in their language, those are complexities around language and pragmatics that are important to consider. It doesn't mean because of that we say this test is not good at all; right?

They should be used cautiously and appropriately and interpreted appropriately within the context of that understanding and that is where experts in deafness need to lend their voices advocacy to the appropriate use of the type of assessment.

I think there are skills that when Amy introduce the topic we talked about the amazing pragmatics skills we've seen deaf adult having and we want them captured in the assessments. I want to go back.

10 plus 5. I was confused about whether there is 5-or 10? But it is 15. We are doing quick math today in the back of the room. 10. 5. So in the drive I will go ahead and introduce now so you all don't get angry we are talking about the drive and lying the whole time I will show you how to get to it. In the drive it sounds amazing we're talking about these things in there. One resource is the pragmatic checklist and also, this is like a -- this is a comparison. No. This is my fabricated tool that I've gone and borrowed heavily from other resources. Like, Tony assessment and work from early curriculum for children with Autism not that we are saying it is the same by the pragmatic skills are the same. I combined Tony's milestones and interventions that could go along with each developmental stages into this check list. We don't have one.

That is appropriate for children under age two. So I want you to have some kind of resource to talk about pragmatics from the early stages we're saying are important. This is all in the drive. You will have access to it. And the other thing I want to highlight about the assessments is if you're in a state that requires a percentage of delay. Or a standard score to determine eligibility, many of these assessments will not get you there. It will show relatives to norms of hearing children of the same age. The CI D is not giving norms it is intended to be used like a criteria reference checklist does the child have the skill or not. They don't have it you know to focus on it for intervention. It does give you a standard score. The base assessment gives you a percentage of delay.

However, I pulled out pragmatics from a -- amongst the entire language it is not clustered out separately as pragmatics in the previous edition of the play base assessment. The new edition will come out I don't know -- it has been a work in-progress. It will come out hopefully in the next year or two to give some of the information. That -- those are -- I want to be clear about that. You knew you needed to have a quantitative measure you knew which tool to go to.

>> One thing to be mindful of with measurement of pragmatics is who is the responder. Who reporting. Sometimes some measures will ask the parent to report. They will give you the context in their home environment. Sometimes they ask teachers to fill it out they look at how they do with peers. Sometimes they ask if the child knows what to do. Thinking of Karen and her stories she knew what to do but sometimes it is the application. How you do it if are not sure of the context and how I insert myself. That's something to be mind of. What we look at does the child know? Could they implement and do it with a variety of peers or other adults in their life. All of those can matter, too. You only have one way of looking at it, you may be asking the questions.

You are the person on the Ed team or early intervention team that is helping to get us to think about pragmatics be mindful of that the different informants could be important and across different context.

>> So I've put up the QR code that should bring you to a shared Google Drive. Where we dumped -- I mean we carefully and thoughtfully curated resources for you including some checklist. That skill routines. Some mental state terms. Some research articles. That pragmatics milestone chart I showed you. It is all in there.

Okay. We wanted to spend a little time talking about IEP goal development

And we also want to make sure we have time to hear your thoughts.

(laughing).

So I'm looking to my colleagues to see how we --

>> We have 10 minutes.

>> Divide our remaining 10 minutes.

>> People have -- I wonder if you could jot down what is for you, if you work in early intervention you could think of I FSP goal that is appropriate. You work in early childhood or preschool think of one that gets you prompting and we will move forward with that.

>> You need sticky notes let me know.

>> It looks like you have something to say.

>> Since this is one of our objectives for the workshop we want to make sure you have a chance to think about a goal. Also, after we're done, you want to run a goal by us or how we phrase it differently or that input we could do that, too.

>> Okay. Perfect.

>> I guess just to summarize, you guys could read through this slide. It is a good one. To talk about where families could find support. Remember, as parents you are not in this alone. Find the people can get advocacy with and from. And in the school system and early intervention. And reach out. Connect.

Yeah. You know your kids best. I will jump onto one thing that for assessment. I think coming from the school point of view, often times lack of pragmatics could look like behavior. Your child is referred for behavioral evaluation have an advocate that could speak to pragmatics and how that could have interpersonal communication.

>> These are a couple resources we want to point you toward. The Hands & Voices website they have tip sheets for pragmatics language. There are recommendations that come from families. Families shared their ideas how to promote pragmatics. On the flip side the back is prompting questions that could be a tool to use with families to get them thinking about pragmatics that is tangible they could refer back to. The Deaf Leadership international alliance, DLI A has recommendations to int ability with Deaf and Hard-of-Hearing and that is support to be mindful of their environment and that is nice strategies to promote pragmatics. Correction interact.

>> They gave me the task to send you off with.

>> Inspirational message who could you play with to learn more about pragmatics. Your team member is not here you are the apostle bringing it back to them. You create your own professional parent learning community about this stuff. How will your family support change in the next year? What are your goals for that? Who is going to do what by when? That is what the initials stand for. I like to put an action step in here. I hope you were convinced if you were not already that pragmatics is really important and critical invincible thing we could teach and support. In our kids. I had a little video here today. But I will let you watch it on your own. In the Google drive. This is my granddaughter that is a CODA and going through the opposites she makes a mistake. Her mom says what about short and tall. She said that. The mom says, pig and small. And the child signed pig and small.

And it is just a mistake in speech. You know, you don't give enough breath support to the B it is a P. There was laughter my granddaughter didn't understand it. After the tape they explained and had a really beautiful conversation about how mom doesn't hear as well even with the equipment and sometimes makes a mistake it is what it is. She was let in on the joke. It was a beautiful example of pragmatics.

So I want to send you off with that. Karen you are up for resources. We changed. Okay.

>> We will put the slide backup. Surprise. We will put it back up in case you didn't get a chance to get to the drive. We will use our last minute -- four minutes for questions. Or thoughts.

>> Wow sorry. Hi there. I want to share my experience with IEP with my son in South Dakota. They've done -- the staff at school has done a great job they care so much about him and helped him progress. He snowballed. Something they say that they focused on with him was self-advocacy. I know we're talking about younger kids. My son is 8. Self-advocacy I think through school is a little bit through every year.

I do think, that there is something for younger kids to be self-advocate especially needs water, where do get water or who to ask for help for the little stuff or you know something is wrong what do I do?

I was going to state an example of what my son has just excelled at. It is a small task but made a different for me on my weight. Changing his batteries when they die. That was a chore. For one, he had to recognize they turned off. And I figured out he didn't tell me right-away. What came on a lot. It was a fun experience to see him just start to first say that he was not hearing. And the batteries died. He goes up to change them now. Yeah him.

>> Celebrations.

>> That is awesome. Yeah.

>> I develop a resource it is a free resource for parents and professionals. I develop it as my Capstone project in, my infants and toddlers program families at Gallaudet. You like a card it has practical information. I'm adapting it as I go through as early childhood mental health certification program to incorporate that knowledge I will adapt it more and develop more resources. You like a card with the QR code. I could pass them if that is easiest.

>> Thank you.

>> How about the interpreters. Great job Captioners. Cued Speech translator. And ASL English interpreters such great access and thank you for bearing with us for the technology. I love that so many raise your hand and shared their thoughts during today's workshop it was great to learn along with you. And thank you so much for your interests in pragmatics for children that are Deaf and Hard-of-Hearing we think it is really important and we're glad -- we hope you join us on that and become an advocate for it, too. Anyone else? Thank you. Thank you. Thank you.

>> Don't forget your evaluations and the timing thing. Remember, we had technical difficulties.

(laughing).

>> You don't mind to return the formal one that -- yes. Technically you are supposed to have certain qualifications to administer those. Yeah.

(laughing).

Great.

(end of session)

(Captioner logging off)