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EARLY HEARING DETECTION & INTERVENTION

Topical Session 7 & 8: Capitol 3

March 19, 2024

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>> Okay. Good afternoon everybody

Well congratulations. We made it this far. I know after lunch I started to hit the "I could go for a nap," but we are here. We are going to do it. It is going to be a fantastic recitation my name is Claire Conrady (phonetic) your room moderator this afternoon. To remind you the exit pointer in the back of the room. There is one over here. As far as getting CEU credits, you can complete that through the app or online

Without further ado, I will let these lovely ladies take over

>> Good afternoon. As she said, it is right after lunch, but we've got 25 minutes. We are going to be really good and excited. You can nap rest of the afternoon. My name is Jerry Patterson. First off I am the parent of two children. One is a 25-year-old who is profoundly deaf

I am part of Hands & Voices and working with 46 chapters across the US and Canada and also work with the family leadership and language and learning the DFL 3 center providing training and education not just to Hands & Voices' based organizations but to all other parent leaders and EHDI programs across 59 states and territories. That is why I am here

>> This is Brook I will let her introduce herself because she wanted to do it for me for you. We both work with Hands & Voices and social media.

Who in this room uses social media personally or for work? All of the above? I was looking at some statistics about social media. The US is the third number-one user of social media across the world. That make sense. China is ahead of us. And India is ahead of us. We are number three, with over 300 million users

And that is across the average number of platforms that an individual utilizes on social media. Seven. I don't know if I can make seven, that ages me. But twitter, LinkedIn, Facebook is the number one by far that people are engaging with

And I think when we are talking about the EHDI system and talking birth to 3, we are thinking about how old are the players that are raising these births to 3 children? Right?

When we talk about the highest usage of social media across the board, ages 25-34, that includes Facebook is highest. I was interested to learn that men and women is pretty balanced, not just in the US but across the world. Men and women. Across the world men lead, over the 50%. But in the US it is us girls

So social media is important. I think Brook and I started this because we can get why it parent based organization or family-based organization are there. If we are therefore families, and our kids post pictures of all the cool things they're doing and trying to check out other organizations and think that going on that makes sense. But it is also a really great thing that agencies and other organizations can use. And yeah, we will talk quickly because we don't have a lot of time, but government agencies can have Facebook pages and groups, and use that

Yeah there are some different caveats. There's a lot of really great resources online that tell you from a federal point of view what you can, what you probably shouldn't post, because it is all being archived. So thinking about privacy, and what you are posting could be used five years down the road, because you posted some information. Right?

But what does that mean? It means you develop a social media policy. What most of you have, really printed 20, because we thought it would be five people in the room, and they would be our friends just because they felt bad, I am guessing that it was just the closest room when you figured you would sit down. But it is also available to download. This is just an idea. You've got to have a strategy. We've got to have a post that has meaning to it. You have to remember your purpose

How many people in the room, raise your hand, are with the family-based organization? A parent organization? And that is how you are utilizing it? How many of you work for the state or government agency, federal agency, and are like, I don't know if I can use this or not. Right? I think it is time to start asking questions. How can you use it? And if you can't get there other state guidelines that are going to drive you about what you can do, are you partnering with these family-based, and parent organization saying we've got all of this information. How do we get it to you, so you get your families? You have to know your purposes

Take a moment to read all of the purposes. I would imagine that you might check all of those boxes. So, you are probably not going on -- you are purposes probably not just one of those reasons. But you've got to know what your purpose is. Because until you know what you purposes are, you don't know what content you have to put out there. And how you are going to engage that content

So if it is, that is where the strategy comes in too. You may focus one week on the inspirational piece of it. Family stories. Why we are here. What the impact of services for our kiddos are. Right? Let's inspire families. Find that joy in their own family, or find that connection

Increasing awareness. Getting information out there. What are new tools? What are some resources out there that as professional you can share with families? Or families, you can share that with other families? Or bring your families in

Connecting people. Social media, that's what it's about. Right? That is why we get on there. That is why the visual part is so intriguing. It starts conversations. But we like to see pictures. We like to see videos. We want to see what is going on. Social media allows us to engage at the level we want to engage. It allows us to engage when and where and how we want to get information

It might be 2 AM in the middle of the night because your kids are finally in bed. It is quiet. You have an opportunity to catch up. You might be catching up with your friends and posting pictures. Or you might be checking out what your high school boyfriend was getting into. I don't know. That is up to you. But you also might be finding out hey, what are other Hands & Voices chapters doing across the country? What is happening in the deaf community? What is happening to you? Spend that time. Find your purpose. As a nonprofit, fundraising. There are lots of creative ways. How are you making sure you are sharing your impact with the right people to get those donations?

This is what we are here. We are here for families. We are here so kids get the intervention and the language access they need. So that leads us to, you've got to know your audience. Right?

And again, it might be parents, professionals, deaf and hard of hearing leaders across the system. It could be other potential donors. Are you thinking about that? When you are bringing people to your Facebook or your Instagram, invite them to come see hey, this is what our organization does. Look at these families. Look at the conversations that are being held in our state, around kids, around the importance of 1, 3, 6, or whatever that importance is

It also means getting on to other people's Facebook group and Instagram and Twitter accounts. Because you want to know there are a lot of potential donors and foundations out there that want to help. You need to be looking at what they are doing, so you know what is important to them. So that when you engage with them you are like oh, I really know literacy is a huge thing. Reading for preschoolers. Okay, they are a huge donor. I know they donate a lot of money to our state. They have been supporting libraries. I need to get in touch with them. I need to let them know you know what? Literacy is huge for our kids who are deaf and hard of hearing. Right?

You have to know your audience. When we get into this, I will hand it over to Brook that is going to drive your content. Because you can address all of these different audiences. But you've got to have a way to make sure that you are getting the content that is engaging. You are spending one month, and that is all parent pieces and events, you may lose some of the professionals, some of the other players in the game that you are trying to engage. So you've got to keep rotating them

What are you going to use? Right? There is your lead in

>> Terry got all the big picture fun stuff. I'm going to get into the nitty-gritty, and how we are going to make this happen I am the Brooke Montgomery, social media manager at Hands & Voices HQ. I have three boys and my youngest is eight and he is deaf plus

So look at our platforms for social media. So when you are thinking about starting a social media, or you already have one, which platforms are you going to utilize for your organization?

Every platform has pros and cons. The main thing and Terry mentioned it little bit, is to identify your audience and find out where the audience is spending their time. Thinking about what platform, which is your specific audience, I like to tell people if you only have the capacity to have one social media site, Facebook is going to give you your biggest bang for your buck. Features tells you that most people across the board are still on Facebook. Even young generations. Research tells us they are there. They may not be interacting and showing everybody they are on Facebook. But they are probably there. And they will probably see you at some point

Instagram and TikTok. Very good social media platforms for new families. There's a lot less engagement that happens over there. If you're going to use Instagram, I always recommend crossposting with your Facebook. And sending them back to your Facebook, where you might have groups for your families or different places for people to come and interact with other people

LinkedIn is a really good one for professionals. Reaching professionals. Fundraising, if you really need fundraising for your chapter. That is where a lot of your higher income audience is going to be. So you might want to consider LinkedIn as a possibility of fundraising, if it is one of your biggest goals

So limitations; I want to take a minute to talk about limitations because there's a lot of people in here from agencies that may not know if and how they can use social media. So the first step is to find out what you're allowed to do. Is there a social media policy that is already in place by your governing body? What are the parameters that you are working with?

Once you know those, then you kind of know where you can go from there. If you can't have a social media platform of your own, think about how you can use your FBO to make those posts for you. And then I also know that some agencies, that may not be able to create their own content but they are able to have a platform where they can share information from their FBO for other agencies. That is not the route that is a possibility to think about

And then just talking. Agencies and FBOs have a relationship between each other where you can share that information. And work together to reach her family so your audience.

Having someone moderator manager content, can be another talk with we are not going to go into today. But you don't want to think about taking on seven social media platforms and not be able to manage them. The goal is to post 3-4 times a week which is a lot. And to respond to all comments and messages in a timely manner. Timely manner being 2-4 hours, unless you have a policy otherwise. That is the recommendation.

So think about your capacity, and what you can do. I always say it is better quality over quantity, when it comes to this matter. Do one platform. Do it well

So yeah, if you don't have capacity, again how can you partner with other agencies or your FBO to get your message out there? So the main goal at the bottom, be consistent. Be creative. Responsive. And be engaging with your audience. That is our main goal in social media

All right. Now we have a social media site. Right? What kind of content are we going to put there? You can look over a few things. I'm going to jump about. If you've never done social media before, canva.com is a great place to start. It has a lot of templates that are already pre-sized for different types of social media platforms. And again, you can plug in your logos, anybody can do it. You can put in your information and put it out on your social media site

The Pro version of that is free for nonprofits. So that is a good plus. So a few things to think about when you are creating content. In general it is best to post 3-5 times a week; that is for the algorithms to keep your information relevant, and to keep it where people are seeing it on their feed. If you don't post that, it tends to disappear for your audience. Which is why I say it is important. You don't have the capacity, pick one and do it well

So there's a lot of information out there about what time to post. What day of the week. What time of the day. Don't get too wrapped up in it. As with everything we do, it is not one-size-fits-all. So I would say play with a few different ideas. Track it. See what the sweet spot for your audience is. Because it may be different than what everybody is telling us. Right?

Terry mentioned it. Some of the moms are up at two in the morning scrolling through. They are not looking at 10 in the morning. See what works for you

>> All right. So DEIA considerations and X ability something we have to think about in what we do. That maybe if you post a video, it needs captions. If you post an image in needs Alt text. If you post cash act, they need to be camel case, meaning if you post a hashtag, each word in that hashtag needs to be capitalized. That way screen readers can read those. And it is not nonsensical. Think about ASL options. All kinds of different accessibility needs we have to think about. Right?

I also want to say don't let that stop you from posting. Yes anything you post needs to be accessible. What can you post right now? You can go ahead and get started. Think about what you can post. And then work towards being able to post those videos that have captioning. Don't post a video without captioning. But post an image where you don't have to have that extra piece when you start out

The other thing is, diverse imagery. The landscape of the families we serve is diverse in so many ways. People want to see that reflected in the images they see in your organization. So make sure that is front of mind, and top of everything you are putting out there.

This is the last thing. We printed out 20, because we do not think there would be that many people here. But you can download this, as well as the example of a social media strategy from a year or two, from the app

Thinking about this, how are you reaching your audience? Whether or not you have social media, or you are thinking about implementing it, we know the vast majority of people are getting information primarily from social media. So don't do all the work creating resources, having webinars, having events if nobody is seeing them. Nobody is finding out about it. So think about social media is something you can do. And the template that is provided is designed to make that planning easy. If you do the pre-work it takes a lot of pressure off of you to come up with new ideas every single day, 3-5 times a week is a lot. That takes a lot of the daily brainpower out. It helps us keep those balls up in the air that we are juggling

This can also be used as a really good tool to make an argument for social media implementation in your organization. So I would encourage you to kind of work through the worksheet, and come up with a social media plan of your own

And I think we breezed through that, so we have about five minutes for questions. That was the goal

>> You have to have fun with it too; think about questions. It is about putting information out there. You are an agency, you might be an emergency agency, but what would you use it for? And I like the ideas, I went through a lot of resources, but it is notifying the public of an emergency or crisis. Language deprivation is a developmental emergency, how do we get that information out there? It is building trust. If you're an agency or state organization, build trust. It is about families knowing where to go. What is the messaging to brand-new parents? What is the message to parents before those babies are born? Hey, did you know your baby is going to be screened for their hearing along with all those other tests? Right? What to be prepared for?

If you cannot push it out, work with your family-based organization. Sharing resources. I think too it's about engaging people. We want to engage families. So have fun and I don't know if Beth from Nevada is here. What they have done in some of their Facebook postings, they push their information out, they are a Hands & Voices chapter. Hey, we are having an event. Does anybody have information on keeping hearing aids on my two-year-old? The most engagement they have had when they did emoji Mondays, which had absolutely nothing to do with tell me about your child who is deaf or hard of hearing, or deaf plus. It is about posting in emoji about how you feel today. They got so much interaction on that and got people connected

What does that do? Not giving them a resource but it has brought them back. What are they going to do on Wednesday? What is going to happen next week? It brings them back to your site. So when there is something really important there, they can find it

>> There is a question

>> I heard that, Terry. How do you handle social media feeds when passionate conversations start happening? Or people start posting disrespectful comments? And you start to see they are starting to be mean to each other, or posting something about your organization that is not true. Do you defend it? What do you do in those situations?

>> So I have a whole presentation on this Janet. For the next triennial call. But I think, the first thing we do is just evaluate that. Again it is recommended that you respond to it within 2-4 hours. The first thing to think about is whether or not you're going to respond to it at all. So if it is not offensive, and just extremely inappropriate, it typically deserves some sort of response. Your response is going to be dependent on what the comment is about. But, there's a couple of strategies, directing them to a personal conversation outside of Facebook a lot of times is good way to dissolve that heated moment

Sometimes you can just make a short, easy comment to diffuse that. But also dependent on what population it is, if it is RHBS leaders need to come in and be involved in that conversation, always recommend seeking counsel in those situations. So, make a comment or there are instances if it is a bad comment that you want to take it down. I think that answers that for the most part

The other thing I recommend is, when you are responding to all your positive comments, we know that if you put 50 positive comments up there, the one negative comment is not going to be nearly as impactful. As always responding to those and engaging your audience so you get a lot of positive feedback

>> Are we done at 2:10? That is all we have time for. Thank you all very much

>> [End of session 1]

>> I brought truffles and chocolate up here, everywhere if you want some chocolate come get it

>> [Session 2]

>> Hi, I'm Claire, your room moderator. I will give you a 10 minute, five-minute, and two-minute warning. Do you want me to advance your slides for you? You got it. Perfect. I will go ahead and give you like exit, CEUs, all of that information. And I will turn it over to you guys. Perfect

>> If you happen to just arrive, by all means please help yourself to some chocolate made available at the front of the room being modeled by Vanna, to keep you awake. In the afternoon slump. There is no CBD in any of the chocolate, just a disclaimer. That will make our presentation quite interesting actually

>> Next, next presentation

>> Nah!

>> Well good afternoon everybody. Welcome. I said in the last session we are making it through the afternoon. I know it is our last day, after lunch. So far everything has been great. I know this presentation will be amazing as well

So, my name is Claire Conrady, your room moderator today. I do have instructions if it gets a little out of hand in here to call the EHDI police. And I really don't want to have to do that. So please keep it on the DL, keep it to the minimum. Just to let you know our exit points are in the back of the room and there's also our small hidden door over here.

As far as completing CEU information, you can do that through the app. You can do it online through the convention website. So without further ado, I will let this wonderful presenters take over

>> Thank you Claire for the introduction. Good afternoon everybody. I am surprised to see so many in attendance this afternoon, at one of the last sessions of the conference. I am with you my name is Tommy (indiscernible), I work for (indiscernible) communications but also involved in Maryland early intervention efforts

>> Yes. Hello everyone. I am Betty Peterson. I work with New Mexico school for the deaf early intervention

>> We recognize that 25 minutes is quite a challenge. We're going to try to keep hours to 20 minutes so we have five minutes for discussion. We are looking forward to some robust participation. How many of you have deaf children? How many of you are early interventionists? Or do something tie to that? Speech therapists? SLPs? Directors, or administrators for programs? Did I miss any other role position? Director for a nonprofit organization. Chapter Champion. Great, thank you. University endowment. Okay. EHDI employee. Betty?

>> So how did Betty and I meet?

Our research deals with social construction and social construction theory. We will touch briefly on what that means. We both did our dissertations on social construction impact on deaf identity. Betty's is more focused on family, and she can get into that later

I had been coming in for some time and I can tell there's been a lot of change in the organization over 20 years and a lot of that as a result of social media and the impact. And we'll talk about leveraging social media to impact the EHDI experience moving forward for the next 20 years. I was the I am deaf, I am a product of early intervention in the system myself. I've also been part of the board for both oral-based education, I have been in bilingual, bimodal, University situations at Gallaudet University. I have scanned the gamut of both worlds and often times there are divisions, but I have had a unique role as a deaf person to be able to see and sit at the table from both perspectives

The goal here is to talk about social media. Not as a form of division, but as a form of unity, a way to unify. And to start by unpacking we have to talk about the elephant in the room. We have to address that discussion

The genetic presentation that took place today at 12:15, there were no opportunities for questions and discussion with which quite unfortunate. And that is where we can shift to social media and did Logan have healthy conversations in other ways. Betty?

>> So, my focus has been and always been with the families. And how parents engage with their children. And how they are really able to ...

provide the best possible opportunities for their children. So really I've always worked in the early intervention field

I did a little bit of research. Just finished my PhD. In that area

But the purpose of my research was still to support families. And how their perspective -- of their deaf children and how they were able to provide for the children, and how they supported those children based on their beliefs of what it means to be deaf

>> Great. So clearly you can read. Our standard obligation is to share learning objectives. I will give you a moment to look at those. Betty?

>> I didn't want to say, the basic concept of social construction. We talked a little bit about the medical model. And then the social model

One blames the condition itself; one kind of blames the environment itself. Social construction involves both of those models, and everything around it. Who the person is internally. What they are feeling. How they are experiencing things through life. How when they are out in the outside world affects their internal dialogue as well. How the environment -- if the environment is accessible. Is that area disabling? Or is the environment inviting? It is not the condition itself, being the disability, but the compilation of all those factors involved. Internal and external. That is a brief summary of that

>> And I will touch for a few minutes on broad perspectives of social construction. The next slide will focus more on the EHDI system. As you know in the 1980s, we used MySpace, it was community connector prior to MySpace repairs learn about deaf identity. And now the community has expanded and become virtual. Which has had also a potentially dangerous and because well in our understanding of normalcy, which has been based upon social media's influence on whether we recognize that or not. It is important to recognize that when we are scrolling on Instagram, you know when you are scrolling on Instagram what you decide to look at and spend time with will feed into AI and the algorithm will be fed back into your feed. It will feed you more of that particular content

And so it really creates a world in which your perspective changes and is shaped by what you look at. It is important to recognize that even in your behavior, what you decide to look at and research will determine your understanding of what "normalcy" is. What is normal? What does it mean to be beautiful? What does it mean to have fun? Any number of things. What does reality look like? Essentially it is shaped by what you look at in social media

Some examples of impacts of social media, earliest example, September 11. What came out and the fear of mongering, the framing of Middle East communities and the targeting of Middle East communities created real havoc. In the sense of an insider/outsider perspective in social media really shifted our sense of normalcy

Black lives matter is another example. That movement. Because of social media and the potential to cause division within communities, rather than unify communities, it did raise awareness of our deep racist roots within our country. I recognize that social media now has the power to help support AND destroy our values and how it contributes to humankind

Do you have any feedback of other examples of how social media has influenced all of you? General examples, not just EHDI examples

>> Harvey Weinstein

>> Sure. Right. The Mee Too movement having to do with Harvey Weinstein, having a more positive viewpoint than ever. The feminist movement

Politics. Sure. You are right. Absolutely

So with that frame in mind, it certainly does influence our lives. We can't avoid it. We can't ignore that influence. And parents can't ignore the influence of the EHDI profession and impressions of the EHDI profession based on social media influence. Betty?

>> Part of my dissertation, I surveyed social media. I surveyed parents, hearing parents and their experience with their deaf and hard of hearing child. Asking those parents what they believe it means to be deaf. Also asked what influenced them to have that belief. The number one response from parents? It was kind of twofold. They would say, other parents on social media influenced their belief. That was number one

Things around social media and they make a great impact on those parents. And the number to answer was EHDI professionals. Which means what we professionals are sharing with the parents, then gets filtered and sent out to other parents, to other parents. So ...

>> So how many are guilty of using ChatGPT? Admit it. Okay

If you have the opportunity to go on to ChatGPT and type "my baby is deaf, what do I do?" Versus, "I baby has hearing loss. What do I do?" Who thinks the results would be similar or different? Vastly different

Teresa talked about the social model versus the medical number even one term versus hearing loss in ChatGPT can impact the content the parents are looking at. That is one superficial example. As well as parents and professionals, Google searchers are based on terminology. It does determine the type of content that is delivered. And what early intervention should look like for deaf and hard of hearing infants

We all have seen the viral videos of babies hearing their first sound they have ever heard in the parent saying, oh my goodness, this is amazing! That they have been liberated. But it doesn't show that it required some much support behind the scenes. There is no discussion about that. The educational support, emotional support, not just for the infant but for the parents as well and the system surrounding them. Nobody hears about that. They just rely on the moment of hearing sound; the problem has been solved. When in fact it does not feature all the support the place into that so the framing of hearing loss versus deaf gain, several things have impacted me during the genetic session therapy at 12:15

Some of the terminology they used. For example protein is a nutritional supplement for hearing loss, to "fix" hearing loss. Having to step back. What about land with deprivation of a possible example to shift dialogue around language deprivation? Feeding the brain with language; nutrition for the body, nutrition for cognition as well because of the impact of language delay and deprivation and that leads to emotional, and mental health complications down the road and that is an medical issue as well. Public health. Nobody focuses on that and instead they focus on fixing via gene therapy; focusing on auditory access versus language deprivation. But just to focus on language, you have to be very careful about the information that is shared because there is always information that is missing for a full picture of what actually impacts our infants

And ASL is the third or fourth most popular language in the United States. That is a fact. And many parents, many hearing parents with hearing children, promote ASL. Baby sign language is so popular, spotlighted for deaf babies. The ironies is that it is discouraged, one of the greatest ironies of all time and ASL is celebrated for hearing children but not for deaf children, in fact man for use in many instances. Which is quite puzzling

So we have about 10 minutes remaining. We would like to shift our focus towards a discussion of what we can do as allies, or as members of the early intervention community to disseminate social media content more responsibly

First I would ask, what is the harm? Who may be impacted by the decisions about the type of content that is shared? And, we must always double check the information that is shared. Because these days-- especially around Covid-- we have never learned so much so quickly in such a short time. We are overwhelmed. Parents are overwhelmed with resources and information. Whether they even begin? How do we decide to print the content around social media which becomes very important to the support we provide?

>> I wanted to add, a few of the families within my study did mention specifically the hashtag "whyIsign" also, "languagefirst," one of the fathers found a Reddit article about theory of mind and why ASL was a crucial thing for a deaf or hard of hearing family. I had to learn sign for my child because any theory of mind and that is one article this person read

So each post, anything out there, can have a huge impact

I did want to add something while I was working on my postdoc. Just recently. We were talking about how to disseminate our research better. And we all agreed-- obviously social media-- that is the way, but how to get that information out in the family-friendly way? Encouraging folks to follow in these areas and like posts. But we have had to think about how we were using social media. Because there's really no regulation or rules or ways on how to use it. >> That's right. And at the EHDI conference 20 years ago, there was no social media exposure whatsoever. Very little. And how many deaf people were part of the conference at that time? Maybe one or two. Beth Benedict was one of the first deaf community members to come into the EHDI community 20 years ago. But without deaf community involvement whatsoever, deaf people were unaware of what EHDI was. Thanks to social media, it drove more awareness this year and we have a record number of deaf attendees at this conference

The other thing we recognize is how we change what we have learned here. We come back to our community and that has been through social media as well. We have an obligation to share what we Gardner here with our communities. Anyone who comes to the EHDI conference is a great deal of privilege. Registration is $500. Plus hotel, airfare, and accommodations, being able to take time off of work and utilize paid time off perhaps. So who is not here should be the question on the table. Who is not here with us? Those who have minimal socio-economic status, who do not have access to the types of professions that allow them or support them to attend this type of the conference. It is important to recognize that we are here to have a conversation but be mindful who is missing, and be certain to take advantage of the opportunity to make them aware and have access to the information we are discussing that is so important at this conference

So now we have five minutes remaining. And are there any thoughts that are percolating? About how you would take some of the ideas that we've discussed, and apply them to your work? Paul?

>> You are talking about something on Instagram. About mother who was signing with her daughter who had implants. She wasn't sure what to do. What was it? PAX? Instagram? Not sure which one

>> Christina Pax. I follow her

>> What kind of information is out there definitely influencing the public about deafness

>> I am not familiar with that and perhaps you can explain who the person is and what type of content

>> I have not met this person who is a hearing mom who has a deaf child, who had cochlear implants but also signs. signing it's been very important to the family. They felt it was important for the family to be bilingual. So we are just showing videos on Instagram of the child signing or talking in how they use different routines to support their language

>> Interesting. Yeah. And Paul is asking, I am curious as well. What types of political information if any are out there, that to me looks like, my goodness, the parents need to do something. And still be connected to the deaf community but also connected to the hearing Society. I am very impressed with that content. It is unusual content

>> Uh-huh

>> This is Tommy. I do feel it is important for us not to ... be a surrogate. For certain types of behavior. If that is the way they behave every day with a daughter that is great. But if not, oftentimes we as friends will go on vacation and take pictures. And there are friends who only post and curate on Instagram of their wonderful vacation photos. And we think oh, they must travel all the time and they have so much money. But it is not true, not a true reflection of their day-to-day reality. I do encourage you that if you post something or share something, try to be authentic in your positioning. Not inauthentic. And to actually expose reality versus a version of reality that is curated. Yeah?

>> Thank you so much for this topic. It's been really great to think and ... it's been exciting to see how we can use social media and how it has an influence on everything honestly

A couple of things, you mentioned how AI is showing up. And I wonder if you had any tips. Or how we can increase ... what we see and variety of what we see. Also what came to mind was, there's a feeling that there is not the right reputation out there. And how we can address that situation

>> Thank you for your question. Be curious. Be tolerant. Information that at first you may be resistant to and wonder why the resistance. Oftentimes resistance is based upon some unknown -- Information that you may fill in based on your upbringing which leads to unintentional bias and information. Important to recognize our own biases when looking at something. We want to read something that confirms our own biases. It will read something that doesn't, be curious. Asked what the intention is. Often times the information we get, instead of being argumentative, we may miss an opportunity for dialogue. Always try to understand the other person's perspective before forcing them to accept our perspective. Is what I am planning (correction) landing on

>> A friend of mine posted something on social media that was anti-trans. And I had feelings about it. I was upset. I was trying not to become argumentative. And you know, on social media, it is an inauthentic platform. You can put up whatever you want from behind the monitor. So instead, I took a moment. And thought about what to say. And in a response to that post, I said there are different perspectives about the specific topic. If you are interested, I will be happy to have a discussion with you. I didn't say "you are wrong." I did not say "ugh! This is hateful! Why would you say that?" I felt that way, but I opened the door for the conversation and what surprised me, 20 or more people sent me a message for my response. Saying that I was a horrible person. All I did was try to have an open and honest conversation

So social media can be a scary place to have a conversation. But interestingly enough, 2-3 people did direct message me and said thank you. Thank you for trying

So we don't know who we can connect with or reach out there. But it is important to try and open up that conversation

>> So Betty is brave enough to be assertive and protecting her thoughts. But opening her dialogue. Deaf people may not feel the same degree of courage or assertiveness to make a comment about something that triggers them, for fear of being re-traumatized. They have already experienced a great deal of oppression in posting something and getting re-traumatizing comments may make them fearful of actually commenting on a particular post that is triggering to them

>> (off mic)-- I remember 33 years ago ... (off mic) I'd be ASL, and I taught my daughter conversation sign, without the understanding of the deaf community. She was saying something about today, where there are a lot of parents asking for sign language folks ... (off mic) -- I missed that other part

>> Sure. So, the greatest irony is what I was referring to. Deaf babies when they are born in the hospital, into the medical model where sign language is not acknowledged or discussed as an option, hearing parents once there deaf infant is born, there is a lot of fear and intimidation. They will no longer be able to abide by the status quo. The parents are hearing, they have grown up with listening and spoken language, and that of environment and system. They want the same for their baby. They wanted to speak and can indicate just like them. But the baby is deaf. They have to revert to making certain they share that identity. And that has been more effective at oppressing sign language. Deaf babies are taught to sign, hearing babies rather our talk to sign so they can express themselves emotionally because the haven't developed the capacity to vocalize. But they can receive information through sign language, and they can produce sign language where deaf babies historically, their parents have been discouraged. Not a good idea to use sign language. Not a great frame

>> One short thing I want to piggyback on your comment here. In the past-- or your other comment-- like you said I was brave. My ability to open up to that conversation, really I feel like that is my responsibility as an ally. Those of us who are allies, whether that is deaf community, whether the trans community or people of color or whatever, that is our responsibility. Because the people who are experiencing that discrimination or oppression on a daily basis, have to deal with that every day. We as allies have the privilege to decide when to confront this or not

I personally feel it is my responsibility

>> I think we have time for one or maybe two more final questions. Paul?

>> You mentioned there's a lot of information, or issues and that there are a lot of fake people or conversations going on. Can you talk more about that? Maybe I missed something there

>> Yes so, what I meant was ... people will complement whatever they want and say whatever they want on social media. It may seem they are not real people. Just a flat picture. Not 3D. Behind the screen. People feel liberated and free to say whatever they want

>> Not sure I'm still getting that. Sorry

>> So when I made my comment to my friend who posted that post, other people who responded to me, they don't know me. They don't see me as a human being

>> Is that fake?

>> I'm just the picture on their phone, scrolling past. That is what I mean. I am not a real person with feelings

>> So, and when a baby receives a cochlear implant, and there is a video of the baby hearing sound for the person, and everyone cheers. We don't realize that what is behind that requires years and years of speech therapy, years of auditory therapy and none of that discussion take place in social media. Parents who don't recognize that baby hears? I want the same thing for my baby and that is a quick fix. It is misleading information. There's a lot of information missing. There is a misconception about the journey entails

A lot of people who come to me and say I want to learn sign language, I find it fascinating, and it seems easy. It is not. It is a language with a complicated structure. It takes a great deal of effort. Another example

>> Thank you all

>> Thank you so much for coming

>> We'll be around for questions. Feel free to approach as. Having wonderful remaining end of the conference and safe travels back to wherever you came from

>> [End]

>> [End of session 2]

>> [Session 3]

>> Thank you

>> Hello. If you guys would take a couple minutes and look at any of the books up here. I don't know what we will have time for. There are some experienced folks here

Ready? Okay. All right

Good afternoon. I am so happy. I'm here after you have had your snack-- best snack of the conference. Right? My name is Barb Myers, I am a listening and spoken language therapist. I am a teacher of the deaf at St. Joseph Institute for the Deaf in St. Louis and I'm part of the I Hear tele-practice program. We have seen children online since 2009. I am here to talk about my very, very favorite subject. Which is building language through experience books. And also building vocabulary and Reading literacy. Okay?

I try not to talk too fast. But at the same time I have a lot to cover. So I want to ask if you can wait to ask questions until we are done. okay?

First things talking about literacy. This is very depressing to me, that the literacy rate of adults who are deaf or hard of hearing is consistently at the fourth grade level; and get some of the students are between the second and fourth grade level

Research specifies that vocabulary plays a direct role in literacy making critical link between the child's ability to decode words and to understand what they have read through phonological awareness. I was arisen today when the person was speaking Spanish, the child could speak it, but it could not understand what they were saying. And that is what is going on with a lot of folks

Early language experiences can alter cognitive strategies and neural networks. But we know the greatest time for brain development is 0-3. Right? Although brains continue to grow throughout adolescence. They are built on touch, sight, sound, and talk. All right? We have to talk. And the early childhood experiences

Think about the children, our Covid babies, when they were home for all that time, for at least a couple of years. And didn't have any of those experiences. And we are noticing there is a definite correlation between their language and vocabulary development. And their ability, not to have had those experiences in their home

So Katie (indiscernible) was supposed to present with me today and she unfortunately was not able to make the trip. However she did contribute to the presentation. She is a mom of twin boys, and they're three years old. One who is profoundly deaf and has cochlear implants and the other is hearing. She was a second grade teacher. She taught for nine years in the state of Indiana. Her dream was that her children would love reading just as much as she did

Well William, the one that has hearing loss, was not having it. He was not enjoying books. He did not want anything to do with books. And she is like Barb, what am I going to do? We talked about making experience books together

Would not ask her about her experience with that, she said engaging because the child is the star. Children are ego centered. If it is something about them, most often they are going to be interested. The child is actively involved in the story, rather than sitting there and being a passive listener

Books are an extension of the experience. You may have pictures on your phone. You may shorten it to your child once in a while, but after that experience whether it is going to the zoo, or to the park or a birthday party, after that experience, what happens with it? Nothing

So this extends that experience for lots longer, for the child to develop that vocabulary around it. Then repeated reading of the book allows for vocal acquisition. I had twins that were really young. They were sitting the back of the car and I would make all these experiences for them and put them in the backseat between their seats, it was constant to building vocabulary. Behavior books teach routine. If there is something you want a child to NOT do any longer, you can take a picture or you can make a book about it. And I've got some examples of that. So here are some examples of listening and spoken language strategies that are used so this will be incorporated in the experience, and in the books I wish I had more time to go to this, but we don't. It will be in your handout

Sharing books and vocabulary. Here is a picture on the left of William. He is sitting here looking at the book of the trucks. He has a regular book, pointing and matching his experience book to the truck and the actual printed book. The child at the top of my granddaughter reading to our golden retriever. At the bottom you see a therapist working with the child to watch a baby. Lots of examples with that.

When I start with the family and encourage them. There are three books I recommend that they make. The first one is a people book. Okay? This is like it holds may be one of the pictures. You can start taking pictures of everybody your child comes in contact with. People you come in contact with. Family, neighbors, audiologists, therapists, ENT, anybody. Put them in here. When you put the picture in there, this is Uncle Sam, mommy's brother. You would put a strip of paper in there, and label it what they are. So you have the visual written for the child. It is not going to mean a whole lot to a two-year-old initially. But as they get older, it will. Sorry, need a drink of water

The next one is a places book. Same kind of the photo album. You would have pictures of all the places you go. Grandma's house. Aunt so-and-so house and so the audiology office, grocery store everywhere. When you're getting ready to go with the hearing child you say hey we're going to grandma's house and we're going to see aunt Susie and Uncle Joe. The deaf child does not understand that you can take the places book showing we are going here, take the people book and say this is who we are going to see. It is great. As far as them understanding

And finally-- there's tons of books that I can make-- but this is a food book. I did not bring this one with me. It is a 4 inch binder, three ring binder. And I encourage the parents. I taught preschool for 28 years at St. Joe's. I noticed that the kids that came into my class did not know the names of their food. They would say, you know, maybe you are giving them their breakfast. It is time for breakfast. Eat your food, or your lunch or your dinner. They did not know the names. I encouraged the parents to start cutting box tops off their foods and labels off of their cans. This one has noodles. It has a noodle in it. You can call it macaroni noodle, spaghetti or whatever. The way I use it is, if a child -- How many of you are parents, sorry -- wow. How many of you take your child with you to the grocery store? Ooh! A lot less. I am not judging at all. I don't blame you

Whether you take the child to the grocery store or you don't take into the grocery store, you can take your picture. You can show the child, okay, mommy is going to go to the grocery store. Show them the picture in the places book. And you say ah! We need to see it we have some ice cream. If they know I screamed, great. Drumsticks. Where are they? Are they in the cupboard? In the pantry? In the refrigerator? In the freezer? You are not going to do this with every item on your list, what you will do them for a few.

What do you have to do when you go to the freezer? Somebody. Open! Open the door. Where other drumsticks? A box, a can, a jar, a bag, all those. So you find the box of drumsticks. Shake it. Oh oh! Let's look inside. We have to open it. Oh no! We have two drumsticks left. Two ice cream cones. We need more. Put it in the binder, this is a half-inch binder. If the child goes to the grocery store with you put them in the cart give them something to do while you are shopping, Asking where the food is in where is the ice cream you might be going down the produce isle. No asking here. You are getting that negation. Great way to do it

If the child is not going with you because you hate to take them to the grocery store, I can make a grocery book. But if you come home, and you show the money went to the grocery store. Let's see what I have. Oh oh? Did I get ice cream? Where is it? See if you can recall. Go back to the freezer. Take it out and they can see mommy bought more ice cream. This is another tool that you can use

Okay, trying to go really fast. Sorry. There's lots of experiences in our daily lives. You've got your holidays, trip to the zoo, all of these things, vacations. I made a cochlear implant book for a child who was getting ready to have a cochlear implant that lists step-by-step everything that is going to happen, when they are going to have that surgery

I have audiology books. Going to audiology. How many kids have acted up in the booth? And throw toys? Only one? Come on. Really? I made this for a child because he was horrendous in the audiology book. We have to teach them the rules. If you give them the rules, what is okay and not okay, hopefully you will see change in their behavior

Here is a book done for a family who went to Disney. I had this little girl who was going to have a baptism. She is one of the little kids I see online. I asked mom. Do you think she understands what is going to happen when she goes to church? And she was, I don't know. And so we said, okay, you need to make a book for her about it, so she understands what is happening. We're going to put water on her head. We don't want her to scream and yell. We made the book. They did say they took it with them to church. Hopefully, she understood it. It made everything so much better and understandable for the child

And then here is the cochlear implant book. You don't always need to make a book. Sometimes a page, a paper is good enough. If you have kids that are interested in toys, you can do a whole thing about toys. A whole thing about animals. Or behavior rules

So Katie was talking to me. She was so upset because she said, my boys were so cute when they were little, they listened, they did not get into trouble. And now they are standing on tables, jumping out of their beds, and doing all of this terrible stuff. She made a book; I started it, and she finished it. She had Ostendorf rules (phonetic). The bottom one is hairstyles. I had mom who said to be every single morning I do Ruth's hair. Before I get it done she is pulling the rubber band out of it and screaming because it was not the style she wanted. She had some I was but not enough to say I want braids, or side ponytail. Take a look at this

So, her big sister. We troubleshot. How can we resolve this problem? And she doesn't have the language to tell you all the hair -- wait they had to sheets like this, she is in the family of nine children-- the big sister that all 24 hairstyles. Took a picture. What is missing from this though? Words. I'm not going to tell that mom she did not do a good job because she was so excited because the child pointed to what she wanted. That is what mom did and so no more behavior

We talked about it later. You know what you can add to that? Maybe name everything. I don't know the names of all of these hairstyles. Give them a name. When your baby is little, the first thing I take the parents is, named their toys. Give them an name. Name the hairstyles. I want her to know. And she can say-- and I see her now at school, she is in kindergarten now-- I will say what kind of hair do you have today? And she would say I have braids, even saying that is amazing.

The way I started making books for behavior, is I have four children. One of them was a biter. I think at daycare they called her Jaws behind my back. I have two older children. I have the same husband, but pretty far apart between the two oldest and the youngest. In my older kids were biting, I might have said maybe I will bite them back. They will understand that hurts. I am old. A long time ago that is what you did

>> (laughter)

>> I was much smarter, older, and wiser. I am not going to do that. My girls remember they loved books in the car, and they would look at them all the time. Meghan, we are going to make you a biting book. You can see it was falling apart, very loved

We talked about all the animals that bite. We went to see animals: sharks, a tiger, alligators. Okay? Then we went to things she would bite. Okay? An apple, candy, whatever. We went through all of that. Everything. Green beans

Then we went to the ridiculous. What wouldn't you bite? Chocolate chip cookies. They had them out there. It's on my mind. I don't bite my daddy's watch, my mommy's shoe, my brother's baseball cap, my sister's pom-poms. I don't bite my dog's bone. I don't bite my puppy dog. And the last one, most important of all, if I can find it sorry, I don't bite anybody. So she would take the sense she was so proud of this book. It has a big old mouth on the front like hers. I would flip it around. I did not want anybody to know she was the biter in the class. In her daycare there were four other biters, not just Meghan. She would put it in her cubby. Every day if somebody bit somebody, the teacher would pull it out. In less than a week no one was biting anymore. Did not refer to the other four kids, but it worked. That is what sold me on using books for that.

Lots of other ideas for the books. So William's mom, Katie made a potty book. I don't have all the pages are really. Using underwear. No diapers anymore. That is her rulebook. We started. Let's do something positive. So fecal on the floor. Check the happy face. The happy face is not the child. It is the parents'. Kids want to please their parents for the most part. Mommy is happy. Daddy is happy. No jumping on the couch that is not safe. I put an X on the behavior you are trying to extend (correction) extinguish. Right?

Using a behavior that is a negative thing, is a negative thing but kids need something concrete. Beat the floor, but not jumping. I will keep my implants. He was going to a phase, thrown across the room, whatever. Keeping them on. And then we had one with him taking them off. This is climbing off bed. Not safe

Lots of language experience. As I said I taught preschool at Saint Joe's for 28 years. I have some samples of them down there. I don't know if there are any educators or anybody here that teaches preschool? Great awesome

We would do our experience and make a book; I would make a copy and send it home. We would use these experiences for answering questions for vocabulary development, auditory memory, lots of really good things

And finally, we did show and tell. I would use a diary or journal. Monday through first day I did show and tell, around whatever our theme was for those two weeks. And then, I would write something in the diary that the child did. We would do a little language activity. I would give them a choice of what they wanted. It they did not have much language and they pointed to what they wanted I would put language in the book, either draw a picture or put up a photograph. Send it to the speech teacher and she would work on the speech part of it. And then it would go home. The parents would be expected to put something in the diary. Can you hold that backup again? Sorry

So the parents were expected, the hope was that they would put things in the diary too. Because it is great. If you have somebody coming to your house and they would say to the child, how are you? Most of the three-year-olds or two-year-old are not going to say oh I'm good. They are not going to say that. Maybe unhappy. If they can look at a book that has experiences in there that they have participated in, the are going to want to talk more about it. Once again that being egocentric

And then obviously, I did a lot of drawing back in the day. We had all these options. These are still not all the options there are for online personalization of books. There's a lot of ways that you can get that

So I do have a handout on the options, on their website. So you can access it. I also added age-related literacy milestones

Now you have it all the way to 48 months. We don't have time to go through it. Sorry. Anybody have any questions? I am out of breath

Here is my contact information. You are welcome to come up here and look at any of the books if you want to. Or I can take them out. Anybody? Yes

>> (off mic)

>> I'm sorry, which one?

>> (off mic)

>> Yes. I will wait for her. She has the mic. So you can get it on the captioned

>> I know you said that the list of other options that you had, that wasn't all of them. Do any of your family ever use Pictelo or Tar Heal reader? If anybody else wants these they are free resources. One is an app, Pictelo. The other is Tar Heal Reader, I work with a lot of kids to use ASC devices so they are nonverbal so we do these stories and some of the families when they travel they may not have the ability to either bring all the books, or some situation might come up that they need a social story for really quick. You can take pictures. Upload them. Put in the words. Put the language in there. You can even have it read to you, so your child can even do it too. They will record their voice

>> Thank you for sharing that. Anyone else? Yes. Wait

>> I just wanted to say thank you. For doing this. Because I actually am one of those kids that did that 40 years ago with my parents. I see the benefit in having the materials and the hands-on books. I know that today, oh ... I know that today many educators are going to the old ways, really the old ways of the best ways. Going into the new stuff. But the kids, it helps them with long-term memory storage as well

>> Absolutely. Thank you for sharing that. Did someone else? Wait, need the mic

>> I started doing this with some of my family. You can even incorporate what they are doing. The nice thing is, the book they can take to grandma or if they are going to stay with somebody else as opposed to sometimes when things are always digital. I find that some of the families don't like it. Because they can't access it; or many deer in the place where they don't have Wi-Fi all that kind of thing. The digital is nice. But it is nice to see the people are still using some of these more hands-on things. I find the families are really liking that

>> Thank you. And our goal is really to build that literacy component. We need the vocabulary to expand. So that when they read something, they know what they are reading, they understand it. They have that comprehension. Yes?

>> I have actually created a book for one of my children that I work with in early intervention, a foster child. Who had been with the foster family for like two years. And now going back to the biological family in another state. I actually created like the two states, and the color of the vehicle, going from one state to another. What could she look forward to? Her new family members, the whole thing. It was extremely helpful for the foster family to ... have a visual representation, along with the sign language and spoken language she needed which was wonderful.>> I also used the calendar and a map sometimes. If someone is coming from one state to another, you can take an airplane and move it across. Another visual for the kids. That is a wonderful idea. Thank you so much for sharing that

I will be out there if you guys want to ask questions. Thank you so much for coming. Hopefully, you got some help out of this

>> [End]

>> Can everyone hear my voice who is here? Can everyone see the interpreters? thumbs up. Thank you. So grateful to be here today

>> Really quick. Just a reminder. My name is Claire Conrady, the room moderator for the session. Just a reminder. Our exit pointer in the back. We also have one up here. And as far as completing CEUs, I cannot talk anymore, you can do that through the app or online. All right? I will pass it over

>> So thank you all for being here today. My name is Lora Sinoto (phonetic) I am a parent, an advocate, and a parent mentor. I am here representing myself. This is part of my business. But I also am a mentor with family connections for language and learning and proud supporter of that for the last nine years. A little bit about me I am mom to three children. I have a bit of a varied background and started out as a teacher and I was a lawyer, I turned into an educator especially delicate

And the journey for me began when I had my middle son, Gabin, who was born with a form of hearing loss, and I have other children who have additional needs as well. But this work applies to all me, I can do that in any place anytime and anywhere in little increments of time. My hope is that you will take away some tools today can put into your world whether you are a parent, professional or whatever hat you are wearing. May be advocacy as well. That said, why am I here? This is Gavin, my middle child. He is just a happy child you see in these pictures. He is actually now 11 and he totally reprimanded me for not dating the picture on his bottom corner. If he asks, that is totally him at 11 which did not update.

Like typical 11 years olds, he loves sports. And an amazing Artist. He promoted me using this platform. It made a difference from him. I am grateful to him for that.

As we know our children's development does not occur in a linear fashion. Lots of waves happen. Our children have different diagnoses, we might notice that sometimes we start with one diagnosis, and it morphs into other things. So all of the tools that I am working with here today are things that I get worked for myself, my family, the families that I have served in the capacity that I work in in the state of Pennsylvania. I am not a doctor or speechless pathologist, not a teacher for the deaf but I am a parent and someone with an educational background. And I applied it because it worked so beautifully in so many different ways

My hope is that you will come away with four different types of tools as they relate to animals, seasons bodies and routines.

This slide makes me happy. We can't stop the waves, but we can learn how to surf. This quote helped me. Because the protection of both movement and mindfulness for 20 years, I use this in my own life. It helped me deal with the waves that come with a diagnosis. There are all these things that we can't control and what happens to our children. And I feel as though the more I pushed against the diagnosis the less effective I was as a parent to the child so how many parents are in the room? I am super curious. So grateful that you are here today

How many of you are professional? Thank you for what you do. And thank you parents for being here as well

I am really grateful to be able to share these tools because I do think that a lot of this has to do with being more present at the moment. Whether we are with the children we are working with, with our own children, and we can be more present-- and I have heard a lot of presentations say the same thing-- I listened to Jeff Stallman's presentation today and another by Suzanne Morrow the other day talking about the importance of touch. All of this is related to what I am talking about

We are trying to give little tiny tools that invite you space to breathe, to move and to support your environment. Everything that I did today I started with my little one was a baby. Even applied that to my third child, who got all the benefits of all of these practices too. It is so interesting to see how you can apply it, and the results. It has to do with reading and playfulness. And that component is bonding, connecting, attachment and care which helps to form language without even having a language around it

Face time, not like FaceTime FaceTime, but face time with another human being which we did not get a lot especially during the pandemic. In the world we are in now, even eye contact is so important, to be able to have those face-to-face connections with others, promote so much social development. And this invites a sense of accessibility. Suzanne talked about this specifically about how it stimulus the brain, and the cognitive outcomes and that was awesome to reinforce and hear

Lots of varied movements. A lot of vestibular stimulation. You are inviting lots of different ways to even notice where you are in space. Notice may be things that are happening around you. Notice where your feet are, where your arms are, all of that is part of this. And to give those extra tools to our students or even our children is such a gift

So take a moment here. We don't have a lot of time for this part but had to do this. I have heard many times over the last few days as well we can't expect others to be calm in our environment unless we are calm ourselves. Is that easy? Can you raise your hand if you find being calm to be easy. Not easy. It is a practice. 20 years of this practice helps because I am so much less reactive than I used to be. I used to be super reactive. Like not being able to formulate a response and get angered more easily or upset more easily. Now I am getting upset. My face is turning beet red. I have tomato. These are the things that use with own children, and it does help

Will go to take a moment and do one of my most favorite things. Anyone know what this is? It is a bee. A bad bee. I need to redo my bee picture. We are going to do something called bee breathing, which is awesome because it is not only your breath we are using it to calm, connect and focus yourself. The vibrations from the breath can be felt in your body and you can hold up your baby, and baby can feel the vibrations whether or not they can hear the vibrations. And it allows for a little bit of co-regulation for both you and your little one. Even if you take your hand and bring it up to your neck you can feel it. We are totally going to try it.

Whenever you are ready give yourself a moment to notice where your feet are. Notice where your seat is. If you're not sitting notice where your feet are again. Give yourself a moment to be here. And as you feel ready, just take a moment. Invite a breath in through your nose. And buzz it out like a bee's

It also makes you giggle. Your allowed to giggle. Laughing is such good medicine. Did you feel that vibration? This is something that our Littles can experience too. Grounding vibrations. Sometimes all you can use the bullets up here. I support students in their classrooms to feel the vibrations in their hands, and calm naturally. Not just the students who are deaf and hard of hearing, who have a whole bunch of things happening. I don't have to say a word. They hold the (indiscernible) in their hand, they feel the vibrations and if buzzing is too much proprioceptive input, just a gentle hmmm ... Same exact thing

A little trick is, your also taking in an extended exhale here. Does anyone know what happens your body when you take a longer exhale out? I saw it. You are calming your nervous system down naturally without having to tell another human being. When you hear somebody tell you call down, you get irritated. Ugh! I don't need to calm down.

What does this mean to the little one? Calming down can be a natural response if you're using these tools without having to use any words. I would hold up that picture and students know what to do. They love it. They know how to do it. Ghost breathing. Boo breathing. Long extended exhale. Taking grounding moments to ground yourself as well as others is such a beautiful gift you can give.

This is present moment awareness with the judgment. Observing your thoughts and feelings without describing them as good or bad and being more present to live in the here and the now. There's tons of benefits and mindfulness. I have a whole habit that somebody might have given you too. It says yoga, but it is all connected. And all of these connections to being more present, controlling impulses, carrying, attention, focus, all of this is part of this, and this is what I built it into what we are talking about today. Beyond that, when you combine the mindfulness with movements and story time, it's like this beautiful little package you get to use with your students

So what is mindful, what does mindfulness have to do with movement and play in story time? It has so many different things. It can promote social, emotional learning and Associates movement, play and reading with fun. I don't know if anyone went to Marianne's presentation earlier about making things fun. If you make things fun, everyone wants to be part of it. It builds vocabulary. Increases background knowledge; inspires imagination and creativity but it also helps with anxiety related to medical procedures.

My little one had such anxiety when related to going to repeated visits with multiple professionals. That is what invited me to allow these tools to come into play. Again, no words around it. Let's just do deep breathing together let's take five and uses bowl and pause. It is giving you the ability to empower yourself with your child. As well as empower your child as they get older. Because those tools will be there for them as they continue to age

This is sort of where we're going next. Mindful movement is any way you move your body that connects the brain, the body, and the breath. It can be done manually by the caregiver. By an OT, by PT. The movements are accessible to anybody anywhere. I have individuals who do these movements in assistive devices. I have parents that do them with babies. Babies are like actual babies. So I love that we can use this in so many different ways

This is again an example. This was one story that we kind of expanded on and used movement and different types of breath work. These can all be done with babies, which is so interesting so Tummy time is listed, starfish pose you can do with your little one. Inviting all kinds of different contralateral movements, bilateral movements; if you look at the seaweed pose you can do with the little one as well in the seashell pose is a butterfly pose. And that is super awesome. Holding the feet together. All of that can be done manually, and eventually your little one picks up. A lot that we can invite those elements in.

What is mindful play? Any play that taps into our five senses that encourages expiration, investigation, discovery, and creativity. You can do this anywhere. That is the best part about it. Mindful play can come into play anyplace you happen to be. And there is this quote that said something along the lines of human beings learn 10% of what they read, 10% of what they see, 80% is experience and 95% is what is embodied. This has to do with you tapping into those additional modalities whether music, art, movement. All of that you can use all of these tools to encourage play and encourage fun. There's a whole bunch of little ideas at the end. For some boxes. Pop up play, ball play, I'm going to have a sign-in sheet if you want to give me your email, I will give a little way at the end for a whole little box of goodies that have at the end just to have. They are super awesome; I love this Fred Rogers quote play often is talked about as if it were really from serious learning. So much can happen from the ability to invite playfulness and mindful and intentional way. Even in a spontaneous way

This is one of my favorite slides. That is Gavin's audiologist, I got her presentation, and she is at children's Hospital of Philadelphia and every time you went in there, she was playing with him. There was kissing feet. Bringing the soles together. There was a little bit of bilateral movement, all of the things that you can do with little, tiny humans. You can do it in so many different ways. Play does not have to be scheduled. You can connect with little ones from mindful touch from birth, again really mindful and careful touch. But it is such a beautiful link. Because it does link brain development with snuggles and cuddles. If you're making it intentional and across body movements and adding song, and adding all these playful elements, you are getting so much bang for your buck literally. That is such a powerful tool we can use as parents and as individuals who work with little ones too.

So take a moment to allow yourself to see the impact of story time on children who are deaf and hard of hearing. Which is heard so much about that from the prior presenter which was so awesome. That interactive experience between caregiver and child. The repetition, the vocabulary, using the visuals as part of the too

Unloved that it can be used in so many different ways. Whether you are using listening and spoken language, ASL, queued speech, you can incorporate whatever which modality you wish, using these tools and allow it to be a playful expense for the little ones that you have also the very last bullet increases literacy rate for children who are deaf and hard of hearing. We saw a slide in the last presentation about how children are deaf and hard of hearing a reading at a fourth grade level. We can do better and with the tools that we have both as caregivers and as individuals who work with children who are deaf and hard of hearing we will. We are getting there

This is what you got so not going to repeat it now. But these are the benefits of what we have, and we combine these things together, and this is really that I wanted to make sure you knew today, you are stimulating the brain by using the body in different ways. Using the body to then calm the mind and the breath to calm the body. Balances what we are all seeking but it is so fleeting. We want that more in our lives and we can take this moment, even if it is A minute, three minutes, five minutes, or 15 minutes, it is possible to do that

I am grateful. This is the first part. This is practice number one animals. So I have many little, tiny free to you, YouTube videos related to these. If you want those again make sure you give me your email. I will send you all of these practices to do at home or with their little ones. These moves are all on there. They kind of incorporate the bear, the ASL sign for bear, rocks which is a rocking sensation. How often are we rocking little ones? Rocking back-and-forth, side to side, all of it is part of it.

Frog jumping. Your little one manually jumping here, jumping there, jumping up and over; you can do all of that as well. Duck claps can be little, tiny claps, bringing your little one's hands together.

The book that I love to pair with all of these movements, because everything has a book that pairs with it, is brown bear, Brown bear what do you see. I love that because of the color expiration and the scavenger hunt the coordinates with that and part of the book are all the ASL signs you can do. You can do bear, duck, bird, all of those things can be incorporated into that book. And it applies from birth to five years old, but I can tell you that these experiences can be done multiple times over and over. Even my youngest who is 9 still says can you read this to me mom? Sure.

The seasons are great. There are so many different books. I want snow for the first day of spring today but snowflakes falling, snowflakes falling here; you can do jumping in the snow with your little ones with their feet. Snow is cold, cold, cold and I have songs. And you will hear me singing YouTube videos. Anywhere I don’t have a good voice and I apologize but there will be captioning. So you don't have to hear that

Taking a moment to crisscross, throwing snowball toss. One of my kids' favorites and they asked me to do this when I do go to daycare sir schools. It is across body movement. You are literally reaching down, picking up snow and lifting it up. You are not tossing it. You are dropping it and reaching it with your other hand. Taking a moment. This can be done with little ones all the way up to age 5 and even further

You can do a mindful scavenger hunt related to this too. Mindful walking, what would it sound like walking in the snow? Are usually hold up a crunch, crunch sign. Beautiful sound, crunch, crunch, crunch. You can create little movements as well and all the ASL signs, gloves, mittens, more

You can do this in five minute increments. You can do this while waiting in the waiting room. Does not have to be scheduled or done specifically. Body. All sorts of cool things. Heads, shoulders, needs, and toes, incorporating the song, signs, doing this or touching the little ones, spreading through the fingers and the toes. Our hands map to our brains in massive ways. So anytime you can invite expiration between the hands and feet, that is giving so much input to our little ones' brains starting a really early age. Anytime you can open up the hands and toes, and create little movements, like little, tiny spider crawled here and there. It is a kind spider. Noticing all those things. You can do hokey pokey. Clap clap clap, now you do it back back back. Drums happening on the earth, on the little one, on the body

This is one of my favorite books for this, I love you through and through. And then I love you. We love you. All that can be part of it. We almost made it. Practice these routines

This goes to a specific tool. So, it is an egg shaker, which by the way it is so easy to make. You don't need to buy one. I can send you the link. Jimmy shape Apple cake. He would come. And brush your teeth cha cha cha. He hates to brush his teeth. And the music. Taking all the ways you can incorporate language into an airplane, ahh! Train choo choo. You can invite those into the kitchen as I'm trying to cook for all the beings here. I would get them ready. What am I doing? Kitchen sink. Shhh, water is on, there do it back, calming to the system. Ice/cold. I like reading the alphabet. Designs can be more all done milk, and even more

These are all the tools that you can use it you probably already have at home for encouraging mindful play. Scarves. Look at this. Or any scarf. Tissues, I purposely take this picture because tissues are beautiful tools for language acquisition. You can hold of last year, when I did this presentation I got everyone a square of toilet paper. Sorry I cannot do that this year. But you can make the sounds and movements how your breath moves the paper and see how it sounds on that little, tiny moment of pausing.

I have used cotton balls, straws, cereal boxes, toilet paper, any kind of balls, any kinds of sounds that have vibration quality to them. So my books, books as gifts, my take away for today. My mindful moment for today, make sure you take care of yourselves. Give yourself some of these moments of pause so you can continue to care for others in their lives and thank you.

I don't know if we have time for questions. We do. We have time for questions

Are there any questions?

>> There like, "we are done."

>> It is the last presentation

Thank you so much. I appreciate you being here. Have a great rest of your day. I will stick around if you have any questions up here. Or if you want to play calling totally come play

>> [End]