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EARLY HEARING DETECTION & INTERVENTION

Topical Session 5 & 6: Capitol 3

March 19, 2024

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>> Everyone able to see me all right? Good spot for me to stand? I need to put the tape on the floor to memorize where I should be standing. Is that better? I will stay put.

Got some suggestions for you on the other side. This works for me to be able to look back at the PowerPoint. And then my counterpart here will be running the slides. All right.

Quick side conversation before we get going.

>> I have two minutes.

>> What I am ready!

>> Got to wait two minutes. 9:40. You are going to be great. I am the one that is nervous.

>> A little early. I am ready to get started.

>> Any ... I will be doing the next one. There's two parts to this.

>> Oh, I am not standing on a chair. I know that for sure. I'm staying safely on the floor. No chair standing for me, thank you very much. Hopefully, everybody can see me where I am. Can you see me? Raise your hands.

I think we are fine everyone can see me so good morning everyone let's get started. Did everyone sleep well last night? Did you go up to the 27 floor and spend too much time before getting to bed.

Good morning I am Patrice Creamer, this is my partner. Family's learning ASL on Zoom; we will talk about the good, the bad and the beautiful. That is a title of the presentation today.

After this session, Dr. Gayle's session will be in the same room. Stay for that as well.

To get started, some introductory comments in terms of my position. I am a family ASL specialist. And in that role, I work with families. Hearing parents with a deaf child or children who are 2-3 years old. We meet once a week, for six weeks ongoing. And then we take six weeks off. And we continue to meet for a calendar year.

You might be wondering; how do I meet with families? The original plan was to meet in families' homes and do home visits. Certainly, what we were envisioning. With these toddlers, these cute, with their small little hands, signing, meeting in their homes unable to connect with the families. But that dream slowly died. Can you imagine why? Of course the pandemic, the global pandemic put us in a tricky spot.

And so Diane Lelo Martin (phonetic), (indiscernible) as well as Dr. Elaine Gayle made a determination to move to zoom, virtually. Zoom? With 2-3-year-olds? How is that going to look like? How is that going to work? I imagine it will present some barriers. And they said well that is the job. And I said all right, I will give it a try.

There are real advantages to Zoom. Because providers can meet with families throughout the entire country rather than just locally. So I have 15 families from a variety of regions. Different sign language skills. Everybody is able to spread our services nationwide.

I have been meeting with roughly 20 families throughout the period. And it's been really amazing to me virtually with them. There are some families who are signing quite well; others who are rudimentary; other families don't sign at all. And when we meet, the first thing that family say to me is, you know, there is no sound. No audio. We don't hear you. And I say yeah, I am not using my voice. It creates a conundrum.

So we learned to use the function of the chat function in Zoom. So once we learned to use that chat function that got the communication going with the families. And we were using Zoom over the year rather than the chat. And my connection with families grew over the time families would have their own reasons to continue and after the initial year.

And so in my work with families, there are a variety of strategies that I employ. In working virtually. I would get set up. Put the connection. The child would often times be running all over the place, in their home environment. They will be grabbing things in their space that they were familiar with, and I would be wondering how to get their attention. I could not maintain their connection. Often time this was frustrating for moms.

And so, with the families, we determined that children could be seated in high chairs on their end. And with this particular family, I don't tell the families how to maintain their child's attention during my session. I like to see how families navigate that with her own child, in order to maintain attention.

And this particular family didn't start with their child in a high chair. They were constantly having to regain their child's attention, and physically put them in front of the camera. And a suggestion came to use the highchair. Do you have a highchair? Once we got the child into the highchair we got his attention fully. So I have a short video clip that demonstrates that.

Oh, I actually will show you a different video clip. What happened after the child is in the highchair, the mother herself said oh, I love this highchair idea. This is really inspiring. In my work with families over the years I have a number of video clips. I only have 20 minutes but this presentation. Cannot show you all of them.

Another way of minting attention is one is the child is in the highchair, why would they want to stay there? We figured out the providing snacks during our time would help maintain their attention. This child was very sweet, one of my youngest in the group. She was one of the youngest in the group. She would snack during our session. Let's take a look at how she responded to what I was signing.

>> [Video]

>> Oh, I'm PC challenged. Hold on.

>> This is a cow. Let me go back a little bit.

>> I don't if I can make it full screen.

>> Sorry. Technology is not my best friend. Yeah, it's a cow. The child is approximating the sign for a cow.

>> Someone help me. I am not a PC person.

>> This is a cow. What are you snacking on? What are you snacking on? Are you all done? You done eating? Wow. So, what do you see here? A cow. That is right, and mom is saying yes.

This child, I waited for her to finish her snack, until she had enough. And then we started signing. It worked out really wonderfully. Let's look at the next slide.

Oftentimes all of the family members were involved in our weekly sessions. Sometimes it was a PJ party on a Sunday morning. And there was one more that I worked with who had a small screen and would come up to the screen, right up to the camera's eye and stared at the screen. And I was wondering, what is this person doing? Why are we here? And then they put my face up on the large monitor in their home. And I said yeah, I know your name. He looked at his mom. And I said are you happy today? He looked back at his mom in shock. That large monitor was very successful. We played games and used a variety of one-on-one strategies with the parents and the child. We incorporated the whole family into that. They were brothers and siblings that came into view, and I gave them name signs as well. This particular boy, where is your sister? He would point. What is her name? He would offer me her name, using the large monitor was effective for participation when the whole family was part of the session.

In working with this particular family, the mom would sit with the child. And would oftentimes be very fixated on what the child was doing, wanting the child to look at the book. I offered an invitation to allow her child to lead the session, to explore the book and its contents. And to back away a bit from dictating. Oftentimes parents think that when they work with me, that there are things that need to be dictated, things need to happen in a certain formula. And if this child does not want to do them, they have to enforce that compliance.

But instead I encouraged them to follow the child's lead. If they are not interested in the book or they want to look at mom or just talk about something else, follow the child on the lead. So I encouraged this mom to allow the child to lead this session with this particular book.

Let me see. What's that? Lion. Roar! Octopus. Octopus. Octopus. Animal, the little boy is saying.

An owl. An owl. Monkey. That is right. A monkey. A monkey. What did we find?

So the mother is wanting to talk about the owl, but the boy is wanting to talk about the monkey. He is taking charge of that session. With this particular family, they are from California, and I am in New York. There is a time zone difference of course. And at the beginning, the boy was lethargic, looked very tired. Did not want to participate. It was not a very productive session. Looked groggy, sleepy, and so I asked the mom. Mom said oh, he just woke up from a nap. I had to get them up to bring him in for the session. And I said, you know what? Let's shift how we schedule our time. Let's meet at a different time. And then he saw the video clip and he was very engaged, and mom was quite happy as a result.

And this is another example. A video clip. Typically I create a plan of how each session will go each week with each child. And apparently the mother had given the child an activity, while they waited for my time to engage with the child. And I was ready and connected. And noticed that the child instead wanted to do a painting exhibit. And I said, allow that to happen. Don't stop the painting activity to go with my plan. Allow the child's plan to take root, and to go along with what the child wants to do. With the child wants to paint, we can talk about colors of paint. So let's take a look at that.

>> [Video]

>> What is the trick again with PC?

>> The space bar. Yes.

>> Sorry for the technical difficulties. Not my fault.

>> [Video]

>> You want more paper? Say more paper please. Can you sign, "paper"? You want to sign more. You sign more? Can you sign it? More please. Patrice is saying, "good."

It's easy to move when you have a mobile device. She would've been upset, had we interrupted her painting. So we moved the mobile device, and it worked quite well. There are some sessions when the child is uncomfortable being on-screen, or do not want to participate in a virtual session. And that is fine.

Instead solution for us is to allow them to do what they want to do. And I would meet with the parents. We would split the session into two parts. Meet with the parents one on one. Things about their child, and some of the progress being made. We were discussing here particular elements relevant to her and then allow the mom to engage with the child in a later part of the session.

So Zoom sessions offer a variety of challenges. We came up with some solutions to address those challenges, to make them better.

When the pandemic hit, we found the solution of utilizing Zoom to meet remotely. Rather than being able to recruit only locally, which was limiting. The solution was to do nationwide recruitment. We could meet with families from Alaska, from California, or any state. Of course the time zone issue emerged.

Maybe the parents began not knowing any sign which was allowed. And we were able to use the chart feature to remediate that. Also there was a lot of flexibility in our work; in terms of family engagement there were also challenges and solutions, maintaining the child's attention dissolution was using a highchair or booster seat. Depending on the child's preference; we would not dictate that but allow the parents to make the decision, oftentimes that was a successful solution.

If this child was fatigued or was grumpy we shifted to another time that worked better with the child's routine. I didn't ask about the focus be entirely on my plan but instead to follow each child's lead throughout the sessions and the attention span, we split the session into two parts as I said. I would work with families, and always found ways to make each session work.

So, any problem we found a solution for. And the productivity and success with great. The families found this quite engaging. And I would oftentimes try to comfort moms. This is fine! This is supposed to be engaging and playful. If they don't want to read at this moment, after a few weeks they will. The child oftentimes made so many improvements in so many strides, they were quite engaged.

So that is the end of my remarks. You see here a slide where we still need more children ages 2 and 3. Deaf with hearing parents. If you know of anyone send them my way. We are recruiting throughout the United States, nationwide. Information here is provided on a QR code that you can scan.

All right. So, are there any questions? Yes?

>> Hello there. My name is Michael from Ohio. Curious about funding. Do you provide these services for families nationwide? Do you have any forms of support or funding for this?

>> I would allow Elaine to answer that. My focus has been on working with families throughout the entire nation. But Elaine you can address the funding mechanism.

>> Hello everyone. So in terms of funding, we do have an NIH grant. We have Lelo Martin and Deb Chen Pitchler (phonetic) we have been working on focusing hearing parents to learn to sign with their children ages 2-5. We have two different studies running. One study looks at one time intervention with families age 2-5. That is a short-term setting.

We do have a longitudinal study ages 2-3 for a year and those families get ASL services and additional services, but monies and finances from NIH.

>> Yes. Another question. Do you cater to Hispanic-speaking families?

Elaine, do you want to answer that as well?

>> Sure. We welcome Spanish-speaking families. We do not have any at the moment.

>> Yes?

>> Why the six-week pause or break in the middle there?

>> That is the system that we have come up with. When we work with six weeks stint, we take a break to allow families to utilize what they have learned over the previously click on their own. And to apply that. And then we meet for an additional six weeks to talk about their progress and how that has gone. But we allow families time to utilize the skills that they have developed and work on them with their child. And then we returned to work with them. That is the plan we have developed.

So, families ... who don't know any sign at all, as I mentioned, all come up on video. And sign something. Can we go back to the first slide actually? Right there. The next one.

I videoed myself, so families could practice. Individualized based on their particular needs. Thank you.

>> I wanted to clarify. How long those services are via Zoom?

>> Each session is up to one hour, weekly. So one day a week, for one hour. Yes?

>> What do you do with families who don't have a mobile device? Or a computer? Or an iPad or tablet? We actually provide families with an iPad. That families can utilize. We provide toys and books that families can access. They keep the toys and books; they return the iPad at the end of our sessions. Yeah?

>> Wondering if they ... Are you focusing on assessment and skill before or after? Is there a way to assess the parents' skills in any sort of way? Or that is not part of the study?

>> Yes. Elaine's -- that is her department. I will allow her to address that.

>> So we do not assess their skills prior. I mean we have an ASL PI at the end of their year's journey and we do assess there. But we are doing assessments throughout; during those six weeks off. We have sets of different assessments and tasks that the parents will do their children so the assessment will be, I don't know if you use ASL CDI, we use ASL CDI and a new test invented by our team called ASL PET for phonology. We also use English measurements as well, which we have a variety of different assessments and tests that we will do set to 3 and 5. And at the end we will do number six.

>> Thank you. I may follow up with you on the assessment piece. Okay. I am getting the mark that we have two minutes that remain. I want to say thank you all for your attendance. And learning about the good, the bad, and the beautiful of working on Zoom. It's been quite a beautiful experience for me. And so we intend to sustain his work. Thank you all for your attention. Have a good day.

>> And if you would like to, Elaine will be presenting in this room on a topic like this. You are welcome to stay.

>> And if there are any PC savvy folks I could good use your help. I'm trying to figure out how to use this for my presentation.

>> [End of 1st session]

>> Testing captions. Testing the captions.

There we go. We are good.

>> Okay. Good morning everyone. Who stayed for the session? She spoke about ASL used on Zoom. I wanted to share one of her sessions.

And show different clips of her sessions, which does relate to visual strategies we will talk about. We are family ASL. Many lessons. Visual communication strategies. I am Elaine Gayle. Along with me is Patrice Creamer (phonetic). Next slide.

>> Actually ... Some folks are having difficulty seeing you, where you are at. How can we make this better?

>> Is this better where I am at? It was better for me too. This will work.

Before we jump in the mini lesson we developed visual strategies, short comment. Back in 1980, we came up with the concept of unlocking the curriculum. The purpose was to ... the state of deaf education at that time.

There were two main issues in deaf education. One being the low expectations of our students. The second being having to go back to bilingual education. In the 80s sign language was banned, not often encouraged. And so deaf education suffered, and children often fell behind, so we went back to the bilingual approach.

So back in the 1980s they did have specific principles. One of their principles doesn't fit into this presentation as you can see up on the screen now.

And the quote here says, "the acquisition of natural sign language should be as early as possible in order to take advantage of critical period effects."

And this is important, because parents do sign, but the child is not looking at that sign language, then we are obviously not maximizing access to that language. We have to focus on visual strategies to get their child's attention.

Deaf leadership cooperation, the focus is an advocacy with deafened adults with early intervention and there is direct support provided to parents, in collaboration with other professionals in the field. Two years ago, they created a tip sheet that focused specifically on deaf adults. At what they do in terms of visual communication strategies when working with deaf or hard of hearing children. We have 12 visual strategies here. These are all evidence-based. They did not just come up with these out of nowhere. They did have evidence based and they picked 12. Situated in four different categories.

The first one being attention-getting. The second one, parentese, like motherese, direct on language or spoken land which. The third one is shared attention and then shared reading. And each of those categories is a subcategory with them.

There is a QR code in the top right if you would like to have access to this yourself. Again, PCs are not my friend. I am a Mac girl.

Okay. The tip sheet for visual strategies, they do have a video for each strategy. And a person explaining this in ASL. I do not need to show the video right now. Say that for another time, if you would like to take a look. And other sign languages and an international sign that can be used.

In 2022, international day of sign language. In May of last year almost a year ago, we did host a webinar with five deaf adults from all over the world. They showed as their visual strategies that they used when working with children. It was very successful. We had a Q&A. During the Q&A one of the questions from audience members was saying these visual strategies are important and wonderful. But the question is how?

It is simple for other professionals and trainers to use. But how? What is the next step? That is what we are going to focus on in this presentation. Sharing the journey of creating a pilot that focuses on specific visual strategies and the how.

So we have the family ASL project that Patrice just presented on. An ASL specialist. We work together and talk about how we can make a mini lesson that we can provide to families.

So the mini lesson is an educational tool, in terms of teaching lessons just in shorter chunks. About 5-10 minutes in length. This has four parts. the first part is in relation to connection. So a lot of introduction of the strategies, introducing different visual strategies; the second one is teaching and demonstration. The third, we handed it off for them to apply and engage with the material. And then clarification. And link all of that together.

To the experience of adding this, we ended up adding another step in terms of reminder. Obviously if you only learn something once, it does not stay. You need to remind and learn this over and over again. We are going to watch this short clip. And see what you notice from this video.

>> [Video]

>> What did we notice in this video? Attention?

>> There needs to be joint attention.

>> Yep. Looking away. The child was not looking at mom when she signed.

>> Sorry hold on one second.

>> ELAINE: So for each mini lesson, we used each of the four sections usually up here. Our structure, we did borrow from other curriculum. The Sky High program already had some lessons on visual strategies. And they have a mentorship program which is in three parts. ASL grammar, visual communication, and 18 lessons already there. And then deaf culture.

ASL at home, another program which is chapters. Each chapter has different techniques that can be used. Those techniques parallel with those visual strategies that we were introducing the parents. We are borrowing from Sky High, ASL Home, and various programs to make our short, mini lessons.

So, in the first year as the pilot I will show you a video of the introduction or introduced video. And we explain our "why" and our "what." And we talk about joint attention, being sure to look at each other. Important to keep the short and simple because deaf children do not have access to that auditory input. So they are very sensitive to their visual needs.

So if a child-- if you want a child to have eye contact is important to get down to their level. So as the four sections were introduced and practiced, go, and try and engage yourself. Take notes and questions that may arise, so we can discuss that, that following week. And clarified.

So we move through each of these parts and talk about different visual strategies. You will see some pictures up here. Most of these pictures are deaf adults working with children. But as you can see the child is sitting. And the deaf adult is sitting with them. In their field of vision. That last picture on the right is a hearing parent with a deaf child. We think it is very crucial that the hearing parent sees other hearing parents using visual strategies successfully as well, so they can relate with those other hearing parents and feel confident in their skills. Is one of my favorite pictures, the last one from the right. The mom did learn sign, and she signed the sign "thirsty." The child wanted to keep her eyes' gaze on her mother's, and moved the cup to the side of her lips so she could see her mother.

Maybe you do recognize video. It is very popular on social media. A deaf grandma with a nine week old baby. We always show parents this video. Take a look and see what you notice.

>> [Video]

>> Yes! Are you funny? You are so funny. Yes! You are so funny.

>> Can you say "grandma"? You do it. Yes! That's it. Grandma. Yes. Grandma. Did you do it? Grandma. Yes! You got it! Yes. Uh-huh. Yeah. Grandma. Yes. You are so funny. Grandma. Oh! I am not going to force you if you don't want me to. Oh, what a sweetie.

>> ELAINE: So what did we notice here? Anyone.

>> Joint eye gaze.

>> ELAINE: Yes. Grandma is ready and engaged and has easy access. At the end of the video the child looks away. Grandma stops and waits until the child looks back again. We show this to parents often.

Another video will show you here is of a hearing mother using a visual strategy.

>> Do you want something to eat? Do you want a little bit?

>> ELAINE: What have we noticed? Mom was leaning in. When the child looked away, she tapped on her shoulder to get her attention.

So, I'm going to show short clip of Remind with Patrice and the family. They have a mini lesson, but we added this for a fifth session of Remind.

>> -- She is saying yes! Make sure you have joint eye gaze, both able to look at each other and the book.

>> ELAINE: He is heavy.

>> That's okay.

>> ELAINE: So you can see they had eye contact. And then there was a good reminder, to remind the mother to get the child situated so both could see.

You can see that here. Reminding them to both look.

Another mini lesson, we have three more, one or two that I will show you. But the next mini lesson is on repetition. Word repetition. And the why is important, to make those connections between the words.

For example, the word "happy." Repeating that sign over and over so they see it.

So from the Sky High program, one of their lessons is called using sign to emphasize meaning. Repeating your sign from ASL Home, one other technique says using and repeating your signs which aligns with what we are doing as well.

Another video here. Oh, the pictures up top.

This is a deaf mentor reading a book with the child. The book is about transportation, travel, it talks about a car. The deaf mentor is indicating "gas" and "car," and in the book is showing putting gas in the car on the book. This child is being exposed to the sign over and over. Let me show you this video.

This is a hearing mother reading a book. She is talking and signing the word "pumpkin," over and over.

She signs "pumpkin" in the book, on the child himself, encouraging him to sign pumpkin, saying the word pumpkin, and repeat this in various ways so the word is demonstrated.

Another short clip to show you on repetition. So, on this video here, one of our assessments is called "ASL PET" phonological elicitation.

This assessment has 12 words every week that the parents are then copying. And the children copy and learn. There's a lot of different videos we use. We have them sign the word "happy," and do that twice. And the video for the children is much more animated to elicit that sign from them. Mom watched her sign video for the word "happy" to learn that the child happened to be there and learned the word as well. "Enjoy" not "happy."

Yes, enjoy! So that rhythm, kids are drawn in and fascinated by that. Even though mom signed it very plainly, the child knew the other videos were slightly more animated, so she did that as well.

The other one here is the Remind video.

So a little back story with this. Those who came to Patrice's presentation before this one, she uses a chat feature sometimes. This is an example of her using the chat feature as well. Patrice is trying to tell the mother to repeat the word "cow" and do the sign physically on the child, because he is quite distracted. That is what the mother is doing, seeing Patrice's message on Zoom.

>> PATRICE: Mom is signing cow. Is that a pig? Yeah. It is a pig!

Mom is saying yes. Patrice is saying yes, sign "cow" on his head. Mom said thank you.

>> ELAINE: So she will sign cow on herself and put it on the child and on the book. These computers are not easy. Okay.

With this clip, it's pretty cool. We have the same mother that you will see often. This classifier here she will be using ... let's see.

>> PATRICE: Yeah, calm down. Do you like cars? Are you a car boy? There is the handshake for that classifier. Like this. There it goes. It is the orange car. Where is it going? It fell off. It fell off? Where did it go? It fell right off the edge. Where is it? They are all falling off. That one fell off too! Where did it go? There is no more cars now.

What is this? Ah! You found your car.

>> ELAINE: Mom is signing that classifier, showing the car in different ways. This is a rich video of multiple, different visual strategies that this mother is using. It is great. So, I can do one more visual strategy. Or open up for Q&A with our limited time. Who wants to Q&A? Okay. Yes? Go ahead.

You want Q&A? You have a question?

>> Oh, you are coming. There we go.

>> Hi. I wrote this down. So my son is eight years old. He is hard of hearing. He wears hearing aids. And he is in public schooling and is doing well. I am concerned about his communication skills as of now.

I want to teach him signing. I was wondering, what is your advice to help him engage when he is reluctant to? Yeah.

>> Sure.

>> ELAINE: Great question. It's really important to follow the child's lead. If he is not very interested, let it be. If you need to get his attention be at his eye level. Maybe come down to the floor, or at his eye level. Lean in close. Yes, essentially follow the child's lead. Making sure he can see you at every space, as much as you can.

>> PATRICE: Thank you.

>> ELAINE: Any questions? One minute left.

Yeah?

>> (off mic)

>> ELAINE: That is true. Don't give up. Thank you.

>> PATRICE: One thing I would add is at the end of presentations, I always like to say thank you to our interpreter team. Thank you to Kirk and Andrea for interpreting today's sessions.

>> [End of session 2]

>> [Start of session 3, Capitol 3]

>> Alright, testing.

>> We're getting started.

>> I am Claire (off mic) ... I will be the room moderator for today. Please bear with me. The ladies are going to give me a wink or nod when I am supposed to advance the slides. We will see if I can do it. I don't know. Thank you again for coming. Just to let you know, our exits are in the back door, and in the front of the room. And then to complete CEUs for attending this, you can find the link on the app.

Ladies, it is all yours.

>> Great.

>> Wonderful.

>> Thank you.

>> Hello, my name is Marvella Sellers (phonetic) and Trina, and I will be presenting on educational entities, and how to make connections, parents, systems from top to bottom at the local level and how to break down silos. We are going to convince you to work collaboratively. Latrina?

>> Thank you. My name is Latrina (phonetic) one of the co-presenters with you all today.

>> So, We will do some skits for you all today. But what I do need are two volunteers, maybe some parents who are learning some basic sign or know no sign. Do I have any brave volunteers in the room? Don't be shy.

>> Oh, mommy, mommy! Daddy, daddy! Mommy, daddy!

>> You have to be a parent to this kid. All right. We have one. Great. It is important that you know a little basic amount of sign.

>> Just a little bit.

>> That is great. This is my child. Great.

>> How was your day?

>> So, this is one of the lessons that we will see. We will watch this video, if you want to click that.

>> Are you excited?

Me too!

>> So pretend we're in the Zoom. And I'm a connector. I am on Zoom. This is me on the screen, with these folks. I am saying "hi mom," going ahead and sign. Are you excited?

>> Are you excited?

>> Look, she is looking at you. Looking away.

>> Are you excited?

>> Pay attention. She is touching her, making sure she is paying attention. She is being silly.

>> Is this fun?

>> Facial expression.

>> You are playing.

>> Perfect.

Thank you so much.

>> You're welcome.

>> So, you noticed in this group sample, we are on screen, we often repeat what we want done making sure the parent follow suit.

You want to see some statistics, 92% of deaf children have hearing parents. 98% of those children have no access to education in sign language. And 3 out of 4 parents do not learn to sign to their deaf child which causes deprivation to happen we want to eliminate, that is the point, family language connector program, FLCP. We will talk more about that for sure.

>> This is the heart and soul of our entire program. The stats around language deprivation.

So in the past, language deprivation was due too latency in identification. Now the opposite as you can see the quote on the screen. Oftentimes parents are encouraged or prioritized to use spoken language. So getting assistive technology on board. But what is missing is a multitude of things. Right?

Early intervention is not just one mode, or one channel. Or one way of addressing what the child needs. It can be any multitude of things that the child needs.

This is one of many research studies that can be found. And, at this conference, I hope you are looking for some of this research that shows that there are a number of hearing parents. And they have deaf children who are born to hearing parents and it makes sense. We know the statistics. But hearing parents can't sign just because they have a deaf child. And they think I am not an expert, so they won't learn sign, because they don't have the expertise. When in fact they can provide visual commute occasion to the child through gestures, the manual alphabet, there are simple signs. Infants will then be exposed, and you are learning the language alongside your deaf infant. The statistics have shown that all hearing parents-- any sign that is offered along with pictures-- as long as it is based on relationship, that child is taking in information. And as a result their brain development is being solidified, just raised on communication exposure. Whether the parents are deaf or hearing the outcomes are the same, as you can see on these graphs. Whether a parent is brand-new to sign or an expert, the barriers are removed for the child when they are exposed early to communication.

And we see the outcomes. They are well served by early language exposure. You are the parents. You are the experts in connecting with your child, your son, your daughter. And excitedly, exposing them to whatever sign you have developed.

>> So, she's explaining that research is indicating that parents need to connect with their children. This is what that can look like I'm going to go to this here. Basic, intermediate, and advanced ASL levels for families including self expression of language, literacy development, real-world connections with those in the community. Linguistic skills.

Second one here. The subtopics exemplified, emotions, all about me, engaging in connecting with your child. Shared reading together. And storytelling. In ASL.

The third one here. Family involvement. Whether it is multicultural, multilingual family; meaning you can use your home language in all aspects of this. Also, removing those barriers is the goal.

>> There it is!

>> We want to include Spanish families and any other culture. We want to include your culture. Black families. Yes.

>> Can you click on the video? Go back one slide. We are going to play a quick video clip. Thank you.

So sometimes, we're just scratching the surface here. If you want to know more, come, and talk to us after the presentation.

>> So, FLCPY isn't unique. Mainly because we are using a multicultural lens. We want to honor and celebrate all cultures and families, which is an absolute must. Right now we are living in a diverse area, with multiple cultures in society. We want to celebrate and accept all.

100% of the family connectors themselves are deaf. All of them. Background, education, related with ECE, working with children regardless of age. They may be ASL specialists, but they have to have a minimum of years of experience of working with families. 10 years of experience, many of them have.

We also use visual sign language checklists. They'll use milestones that they must move through from birth to let's say 5. Making sure that they're seeing these milestones to be met for parents and children, to be sure they are developing the skills and also parents ensuring they are developing the skills, and they can understand and express themselves.

We do keep all of that data ready and on hand. We will talk about that more.

>> Next slide.

>> So as you can see here, we have over 360 families, and are still counting. We have more on the way.

>> We are looking for more!

>> We are here to recruit. Average of 36 families. We have 8 lessons. Once a week. We want to make sure that people are fully engaged in our lessons. We are 100% virtual at this point. Just making sure that the families are there and engaged. Sometimes the child is not present. That is completely fine, as long as we have parents or family involvement.

We do have Spanish and visual accessibility versions available. Our PowerPoint, slides, also can be in Spanish. So the connectors themselves also may be Spanish speakers or engaged in that culture as well.

>> As was just mentioned, we may be looking at several languages. If the parents are Spanish speakers, or immigrants. That is one of the most amazing things about our program.

We have a connector named Juan who is Hispanic and also deaf; grew up in a Hispanic family who can make real connections. As Hispanic families as they gather around the camera. And they don't go point by point in the curriculum. They are giving the lesson plan or the topic in advance of each week, so that they are prepared for the session.

They invited the entire family to these sessions. And you will see the entire family on view on the camera. And Juan was able to make great connections with the suspect family who invited parents, aunts, uncles, and cousins along with the deaf child and it was quite an enjoyment to watch. Let's take a look.

>> Who do we have here?

>> Well who is hearing and who is deaf.

>> Hearing.

>> Are you deaf? Yeah? Use this one finger.

>> There we go. deaf. Okay. So, we have mama and papa. Are you hearing or deaf?

>> What am I?

Am I hearing or deaf? Hearing. Yeah.

>> Yeah. Great. As you can see here, it has English and Spanish on these cards, which is great.

So this video here is another family I want to show you. This family is actually on vacation. At the moment. They have a little girl, you can see the little girl who is deaf, wandering around in the video. They have all of this on the big-screen TV to make sure everybody can see, and they hooked Zoom up to the big TV. So we have a connector here, Claire, one of our deaf connectors and she is teaching them sign. Take a look.

>> [Video]

>> Yeah, you're on a raft! You are swimming. You are hiking. Yeah!

>> And the little girl there in the front, they are on vacation together. We matched their schedule. Sure, we are on the beach. Great. They are on an air BnB, the whole family was in the living room learning sign, for about 30 or 40 minutes learning sign. And the little girl, it became her world. It was such a language rich environment. The family was there. You talking about me? The little girl was very young but later in life she will know her family cared and learned sign in this moment.

>> One of our connectors is Black, deaf mother. Who is meeting with a family, with also a Black hearing mother. The child was deaf+, with additional disabilities. Let's take a look at how they connected as a result.

>> Watch. TV

>> T-V. Like this? T? and the V. TV.

>> Watch the TV over there. Yes.

>> Ah! T-V.

>> Put your eyes towards, watch TV.

>> She is watching TV.

>> Perfect. Bye-bye!

>> Bye!

>> Are you looking?

>> Bye.

>> Bye-bye. See you later. Can you waive?

>> Not today.

>> Bah bah. See you later. It is one of my favorite families to work with. Again here we serve a variety of different ethnicities, cultures, and whatnot. So far this is the makeup, and the groups that we work with. The chart got a little messed up there. But yes we keep strong data of the families we work with. And we are still partnering and looking for more. If you know any that are available, again the services are free. Which we will go into, in just a moment.

>> So, how does this work? What is our structure? Let's talk about that.

Step one. Each family is very different. Right? Regarding the legal and budgetary requirements, we are here for you. We accommodate families' needs to make sure families can benefit when they take advantage to meet parents' needs from a local school, maybe there large district, or a rural state, may be they cannot provide the needs and we work out all the details often times with Wi-Fi and we have free iPads for families because they are in rural areas. And will provide the iPads and work out all the logistics for them to participate.

Oftentimes there are states where medical insurance come into play in we work out those details as well.

>> About one month prior to start we meet with the family and get everything on the logistics taking care of. This is sign language preassessment, asking if the parents have been exposed to ASL, or if it is the first time. If they have met a deaf mentor. We will help connect them. Whichever level that they are at, oftentimes families are nervous and scared.

>> Does not matter. They are welcome.

>> Will bring instructors and mentors. We want to meet them where they are and get a screening and feel where they are actually, the more properly and we ask them if they have technology in their home that is available. If not we do provide an iPad. And as she mentioned, with Wi-Fi or hotspots, if they are in a rural area, we are able to provide that for them if needed.

We don't families to feel without... Then they can access this if needed. We also provide them tools which he will explain.

>> We design care packages and distribute them, and they use them in the session. And we mentioned greet and meet. With meet with families to understand what they needed they are Spanish speaking family, if the child is deaf plus, we put together some resources that match a particular needs. We want to make sure we fit what we are bringing to the family's current needs and that we are inclusive of those needs.

>> Five minutes. Go back one more time. We are on step four.

So the sessions begin at 8 weeks. We match their schedule, and what works for them. We connect on Zoom, again ensuring they have the lessons ready before, so the parents know what to expect. We don't want anybody to show up cold. We want them to be prepared and know they will learn that day whether it be food or other topics so they can look those things over.

Something we do ask, what is your family's favorite food? What do you typically eat? So we can concentrate on those areas. And on step five ...

>> We use the visual communications timeline with checklist. For the child would provide that and see where they are in terms of progress.

>> The last step there is a virtual community networking. We stay in touch. We try to connect them with their local resources, whether that is deaf schools or agencies or organizations. We want them to continue on after those eight weeks and move to those levels in their learning.

>> The top mentions attitude planning. We take a close look and adjust our attitude to suit it, to the first or second line which is outside of families. We constantly keep our attitude in mind as we work with them, to make sure we are engaging with them. And they are engaging with us.

>> In planning, and ensuring families have what they need whether it is an iPad or hotspot. We provide those materials. Maybe we use flashcards, videos, clips, and whatnot. And we will have deaf contextual creators. We use deaf-owned businesses that we also provide for the parents.

>> We mentioned status funding, where all of you come into play. You know your state the best. You know the systems, the various entities, and how logistically make this a smooth relationship and not be in a deficit mindset and work out the details.

>> Acquisition planning. How to keep data on your child to make sure they are progressing. We give this to their parents, and who they can work with at their state-level or around their states. Because there are people who are mandated to ensure that they keep up with specific programs these deaf children. This is one of the great services we try to provide the families. It is from birth to 5.

>> Bring it in. Together we thrive!

(chuckling)

Fantastic!

>> Awesome!

>> As you can see this is the QR code which you are welcome to take advantage for the FLCP.

>> Yeah reach out, and you can see information about FLCP. Few minutes for questions, I think.

>> Quick question. Okay. I am wondering ... can we as advocates include this resource, it our child's IFSP or IEP? For instance to train parents, consultation with parents. Right now we are in Alabama. Statewide, trying to take advantage of ... many of these resources. And schools are not very eager to include and address language acquisition for the family. Or move past it. We are trying to strategize on how to collaborate with our deaf schools outreach coordinator and early intervention providers. Can we include that? Have you seen that take place in other jurisdictions?

>> Absolutely.

>> Oh yes. You bet. So if we included it, it would put the onus on the school district to pay for the service. Or how would that work?

>> Yes. Collaboration with the state.

>> That is what I am wondering about.

>> So your state deaf specialist, in terms of education, that person is responsible to make the collaboration. What your state needs, whether that is iPad funding or whatnot. They should have those funds for that specifically. They will be able to work together in agreement about what the school needs. And early intervention can be a person for resources as well.

Here you have ...

>> A lot of the schools ... aren't professionally qualified to provide these types of services.

>> Meaning reaching out maybe to someone who is in a higher position. You could connect with us. Absolutely.

>> A few other hands. Yes?

>> Does this program provide assessments for the children?

>> Yes.

>> What about assessments for the parents?

>> It is included as well.

>> Which assessment?

>> Sure. We developed our own. Because the daily lessons are around routines. They have the most impact on what families need to use on a daily basis so FLCPs will work with the parents to figure out what concepts work best in their space, and on their daily routine. And based on that, every lesson is planned. And in the next session, yes what did you achieve? You were able to learn XYZ. And then the parent has access to their assessment as well.

>> And so, that type of assessment is more informal.

>> Yes. Yeah, the connectors base it off of the family.

>> We have a plan for formal assessment to use in the future?

>> That is the dream.

>> If the child is aging out of your program, they may want to continue learning. They may need to develop their language at level. And follow along.

>> Again, all of this ... I will wait for you sit down ... Everything that we do, assessments, lesson planning, is recorded and given to the parents. If they want to share that, they are more than welcome to but yes, the dream is a formalized assessment battery. Yes.

>> And we do keep that formal assessment --at Gallaudet we do have something set specifically within that week. We do assess parents.

>> Various levels.

>> Not quite released yet. Gallaudet and their patent accreditation and whatnot.

>> Another question.

>> Thank you what you guys do is such a needed resource for our families. I noticed that you used flashcards with the words written on them as one of the ways. You work with families that are illiterate? I am an educational audiologist; we work with a lot of parents who don't have that literacy. I am curious how you sort of let these primarily Spanish speaking families know what vocabulary you are working on.

>> Yeah, I mean we have the PowerPoint in Spanish developed. We also have a Latino role model, ASL and Spanish side-by-side. We are trying to provide it, in their native language. But I will let Latrina explain.

>> Chat is an option, but we do use an app called "Big." Where I typed out on my phone, "mom is not sure what to do," trying to show how to look at the TV. So I wrote "look at the TV" largely on my phone so we can communicate that way. Sometimes it words are not working; I will just show pictures. We have flashcards with pictures as well. We don't want people to be dependent only on knowing English. But we have to be pretty creative. Sometimes we have cats and puppets and costumes. And we use props. For example the hello Kitty bag she was using at the beginning.

>> This is the kids' favorite by far. They are jumping. Or swaying. Oh, they are looking at me! Using this.

>> Any props they have at their home. If you have this, go get it. Go get the ball. If you have anything specific other favorite food, we can make a connection and sign, just natural engagement. We do have lessons and lists that we do online.

>> Thank you.

>> You're welcome.

>> We have run out of time. But I want to let you know that we cleaned up our booth and packed it away, but we are standing in the spot where it was to answer any questions. Feel free to stop by where our booth was. Thanks everybody.

>> Thank you.

>> [End]

>> [Next session]

>> For the audience? You can leave it.

All right. Wooh! We are already two minutes late. We are going to talk about unlocking potential, collaborative strategies for deaf and hard of hearing. You are supposed to start. Sorry!

>> You can finish what you are saying. Okay. My name is Kerry Taylor (phonetic) I am generational gap, fifth generation. My birth parents are deaf, and I am the fifth one. There are five of us generations that are deaf. I am a mom of 3 CODAs. I am the only Illinois behavioral coach that is deaf but does behavioral work with deaf and hard of hearing and vision for the entire state of Illinois. I am a DHH guide, board member of Illinois Hands & Voices and an ASTRA advocate in training.

>> My name is Adria Marwa (phonetic), I live in a suburb of Chicago called Vaporville. I have three close to young adults in my rule is our kids until they pay. My daughter Samantha is Fully deaf which brought me to doing the work I'm doing in Illinois nationally. My husband and I have been married for almost 26 years and live in the same house and that is cool. We brought up all our kids in the same school and I do special education advocacy work through the state school for the deaf. I also am the Executive Director of our Illinois Hands & Voices chapter.

I've done some advisory council work for Americans with Disabilities in our community and one of the national ASTRA trainers. I go Friday to Nevada to train the advocates to be able to support families out in the community.

>> So Carrie and I met probably at an IEP meeting for the first time where she was supporting her child with behavior needs, and I was supporting the family as an advocate, and we clicked. We realize there was a lot of stuff we could bring together to help and support the family.

So our personal and professional lives are kind of linked. We have a lot of commonalities. We do bring different perspectives from a professional perspective. Where Carrie is very behavior oriented, I am more on the advocacy side. I am on the parenting side.

We bring a lot of knowledge and experience to the table, just to give you an idea. Last year, the 23-24 year I served 87 families either directly or indirectly. That was well over 200 IEP meetings I attended. So it is a lot. Our kids really need the support so when I can bring in others to support, I do that. There's plenty of people in the state that I have worked with that can help, just to make that process easier.

I am not an expert in education. I am not an expert in being deaf. So I will bring those individuals in to help when it is needed. So I do baselevel consulting, all of my advocacy work is done through the Illinois school for the deaf, in the outreach department.

If an individual needs advocacy support they would reach out to the school for the deaf to get the services and it is free for taxpaying citizens. So they never have to pay for my services. And I have a different tiered approach. Some I can just review the IEP, maybe reword this or maybe this looks great unless you have questions about it. All the way to assisting with mediation and complaint resolution. All of that. Lots and lots of work goes into supporting the families.

When we go into districts where they are a small percentage and often times the people making the decisions at the table do not understand what our kids need.

>> I work for an agency in Illinois-- I wish I worked here in Colorado; wouldn't that be great? It is called Illinois service resource Center, FSRC, we are a federal grant program. The only state in the entire country that has this grant. And we provide behavioral services to deaf and hard of hearing and/or vision. So I normally travel the entire state of Illinois. I work with families and schools. We provide homeschool support.

This year a little bit about we are under ISBE, Illinois school board of Ed., Illinois code, which gives us an advantage of coming into schools. You know, they can't turn us away. We are a no-reject grant. Would not reject any students, families, or teachers. All the referrals that come in, we accept them all.

I currently have about 60 students I work with. Families and schools. Most of the time, the families just want school support. Some want home support. Someone both, home, and school.

This is my thirtieth year. I am ready to retire. And I would like to continue working with deaf and hard of hearing students in behavior support in a different capacity. But at this time we have services we provide sign language resources, also training for educators, how to work with parents, hard of hearing students or vision students. A lot of those cases, kids are mainstreamed. Kids don't know how to work with deaf and hard of hearing kiddos. I attend IEP meetings and I do a lot of crisis work and a lot of the times I'm putting out fires when students have behavior issues and don't know how to utilize a behavior intervention plan, and they don't have (indiscernible), and all those things and I am a behavior analyst as well. I have a lot of that experience going in.

And also I do simple data collection, for a lot of the different things we provide. So what differentiates our skills from other behaviors?

Andrea and I have a lot of collaboration. She will often be the one that meets the families first. And when she suspects that they need some support with behavior in the home she usually reaches out. I am sending a referral and I specifically asked for you. I am the only deaf behavioral analyst in the state of Illinois. Unbelievable. We are very limited. I come in and do a lot of assessments with the family. There is a lot of collaboration which is really important.

We also work with deaf, hard of hearing, late deafened, all those terms we embrace and support. And this is what the session is about, collaborating with other agencies together with behavior support and advocacy groups.

>> Okay, so one of the things that I find is one of the biggest struggles when I go into a school, at meat and IEP team for the first time is that they don't even know what special factors are. Raise of hands, who knows what special factors are? Good we need to know what these are because of the rock into a meeting, and every time they hear us coming, the special ed director I have to explain what these are.

There are five special factors in their IDEA. One covers behavior. One covers-- the second one ... (no audio) (audio lost) ...

...(audio gone)

>> Do we get in next or minute for that?

>> Yes we do. We are taking it whether we needed or not.

>> Backtracking. A lot of the collaboration, we also want to ...

>> Not seeing them come up.

>> You have to talk into the mic.

>> I am a walker too. It is difficult for me to stand still. Is it going?

>> No.

>> Anything?

>> Testing?

>> We get an extra two minutes?

>> Yes.

>> Test test, 123,

Test, test.

>> There we go, now we see them.

>> Wooh! We're back. Stand here.

I'm a walker. I enjoy it like ... This is very difficult to stay here.

So, continued support. Often times when I work with families, Students, schools, is long-term. Typically I get referrals starting about 2. Terrible 2s. And then goes on to 22. And I do have a family that I am working with past 22, with the other company that works with adults. Never one and done.

I could visit the family or the school once. But I can meet with them virtually. I meet with them-- we both just meet with them for like a year, and then we don't hear a peep. And then we hear back from them. It is continued support.

>> So some potential challenges. Often times schools do not understand that the IRC is funded through the state board of ed, so they often say we don't need to come in so it is unfortunate to wait months to prove that yes we can command. The people making the decisions don't even have a deaf background and that is a big one we deal with. They could be teachers of the deaf, afraid of losing their jobs and they stay silent. Team member is without deaf and hard of hearing his parents making any decisions.

The families themselves can sometimes be a challenge in itself. Families have unrealistic applications of a child.

Rural versus urban can be a problem. We have less available to us in the rural environment. They could be an overwhelming amount of information which is hard to decipher, what are we looking at here? Sometimes we could have seven evaluations. And they are all contradicting each other so that could be problematic as well.

And they have a fear of advocates in some districts they think I am an attorney so all of a sudden special ed directors are coming, and attorneys are coming. No, I'm just trying to help the families. And sometimes that can be it as well.

So collaborative cases. You want to do them?

So we have four. We will start with Mr. M. So I will talk about the issues and then Carie will talk about how we helped and how we collaborated. This is a little boy who is deaf with autism. He is in the suburbs of Chicago, big school district.

They've done the bait and switch with the family. We've asked-- I have asked for a prior written notice from the school. And they continued to tell me, well we put what we want on the notice of conference. Prior written notice requires a lot more information than a bullet point of what they want to discuss especially when it comes to placement, so they are trying to do replacement change in this little boy. They are making decisions without the IEP team. They are not listening because I've been privy to the meetings, they are not hearing what anybody is saying because they have already made up their minds.

They do have a lack of staff. And parents come and go, and they need to be continuously retrained. The student has a significant behavior intervention plan that does change often. So Carrie has been involved with the school, and with the family for a long time. And the school resists having Carrie come in and even when she comes in they see a positive outcome. It is very, very hard.

The students also scored higher than average. He is actually a smart kid, but because the behaviors are so concerning we are having a difficult time. So how did we help?

>> I forgot to mention there are services for ISRC. It is free. We are no cost to the schools. We are no cost to the family. We are free keep that in mind when I come into school I am providing a free service to the teachers, a free service to the family, to the administration. And this particular kiddo was referred to me by Andrea. She had contact with the family before I did. And this is the family, the school I go every week.

This is only a school support kiddo. The home support already has a regular BCBA already an RBT, 40 hours a week of ABA therapy. I only do the school support. This is an ongoing kiddo. This kiddo will need our support. My support. For a long time.

What Andrea does a lot is help the parents understand their rights. School districts bank on parents not knowing their rights. They bank on it. They hope. And when you bring an advocate, we always like to say we are on the same team. The kiddo is our best, what we know is in the best interest for this kiddo.

This is the school that I go to every week. I add strategies. Now, it is a very difficult kiddo. He is deaf, autistic, sensory, and has other issues. This is a very intensive kid. In the collaboration and how we help is she does a lot with district and the parents' rights. She collects them, which is really nice.

But also I provide all the strategies, behaviors, I do teacher training, parent training. Sometimes I get resistance. Schools don't want-- they are very territorial; teachers are very protective-- especially seasoned teachers. I kind of seasoned too.

You have somebody coming in from an outside agency wanting hey, try this, try this, try this. They are very apprehensive. And when the strategies do work, on the data does show that it works, they are like they want to take credit. I don't want to take credit. I want this kid to where he can be ...

So this is an ongoing case. We are very focused on making sure that families are aware of their rights. That the family is very involved. On top of things. The BIP (phonetic) is rewritten often, it is fluid. Not a once a year type of thing. Behavior plans are not written once a year. It is written multiple times. Things work. Things don't work. It is fluid. We help with domain meetings and IEP meetings. We are also right now going to mediation with the family. There's a lot of things that we provide support for this particular kiddo, he is one of my favorites. We are going to talk about this guy.

>> Okay. So this kiddo lives in an urban area, pretty big population in central Illinois. Mom's kind of our problem in this situation. And we've had lunch with mom, and we have talked to mom. But mom shows up at the school. She walks into the class. She is disruptive. We are constantly trying to teach her what her job is in this whole thing.

The child has a lot more disabilities mom is willing to admit. We know he has CP, but she won't let the school know. She is withholding information from the school. He's more oral, and she wants him to sign. There are so many variables.

The attorneys that are involved, luckily we have an organization called Equipped for Equality that will take cases pro bono. They did take this case and it is likely the attorney that represents him is someone that I have worked with in the past. We have a good rapport. Most attorneys, most special ed attorneys do not have deaf-specific knowledge. Oftentimes that needs to be, those specific needs need to be taught.

The severity of physical aggression. This kid was an eloper. He was kicked, hit, biter, everything. Initially they had him in a deaf and hard of hearing program. But the behaviors were so impactful they had to pull him. And they put him into a behavioral classroom, and he was doing really well but mom was insisting he needed to be in a deaf and hard of hearing program even though all of the experts were saying, this is a good placement. This is working for him. He had many hours a day of DHS services.

So many different placements; he moved around a lot and mom was trying to find the right fit. He is now at the school for the deaf. He does get transported unfortunately 1 hr. 15 minutes each way to go to the school for the deaf where he gets services. How did we help?

>> I like the ones that challenge us. This is rewarding. This is the family for the mom self-referred. She found us online. Reached out. I met with her. I was like wow! I need to contact Andrea and see if we can get her some help.

This is an mom who was actually the aunt, she adopted her nephew. He has undiagnosed EP. He is also a drug baby. Vision. Hearing loss. ADHD severe. All of those things. And how we worked with her is we listen. This is mom that has to get it all out. We are not ripe fighters for this particular family. We just need to listen to her, provide our "here is what we can do," and sometimes she takes us. If she likes as we hear back. If she doesn't, if she is angry, we don't hear back until the next year. You always have those people where they hear what they want to hear. And then, you know, when they are in a pickle, they give a call again, so we've had a lot of conversations with mom regarding her rights again. I worked with the kiddo; this is my third year. I go down to the ISD, more than an hour and a half, three and half hours for me. But I stay down there for the week. And I worked with classroom teacher, who is a nonsigner. His finger dexterity is poor. He cannot form signs. He is an auditory listener. So he's perfect for that particular mode of communication. It works for him.

But ISD is acute speech and sign environment. He has no interaction with any of his peers. He is not residential. He is on a day program. It cannot form relationships with his classmates because they are residential, and he is not. How we help as we provide a lot of emotional support to this mom. Sometimes you have to do that. Sometimes the deaf person will tap into me; she doesn't agree with my signing assessment. Well, I do signing assessments, I have done this 30 years. And you still don't believe me? No. He knows over 100 signs. No, he knows 10.

So there's a lot of that. I like to think that she hears us; she is processing a lot because this is a very complex kid. And we give her grace. We give her patience. And we give her our time and our ears. Sometimes that is always doing that capacity to collaborate with her in that way.

So anybody have any questions? I know that we did get an extra couple of minutes, right Claire? Questions?

>> I do have two questions, if that is all right. I don't know if anybody else has questions. I will stand and sign.

I do notice that you talk about the IEP, but no IFSP. Do you do any IFSP involvement as well?

>> So, I think Carrie does more than I do. I really start working with them right at that two and a half age. So yes. Sometimes I do. Sometimes parents will come to a training that I give. And they will talk to me about their child. And then I will refer to Carrie just from some of the things she is saying. Yes, we do, but more in the school district that we really, really provide the support.

>> And then my second question. I'm a parent of two deaf children, 4 and 2. Looking at them I am not sure I am good with the school's IEP or IFSP, I'm trying to do my own resources online which are null and scarce. most are deaf plus or autism, deaf/blind, deaf only, deaf, and hard of hearing only, where you get resources for IEP writing for parents.

>> I do work for the Illinois outreach for the deaf, doing research and consulting and I go to training throughout the year to learn and also teach. We utilize accommodation of information that I already know and information that Carrie already knows. And then we have other experts in our state. We have FHSR, taking a look at the student's IEP and make sure there are no missing components. Where the core curriculum is concerned per se, or whatnot.

So we rely on a lot of people. Not just Carrie and me. We tend to work together a lot because we see those kids that have language delay; in the language delay is promoting these poor behaviors. We want to get in there. We know it is not the student's fault.

Is there other things we tap into other experts in the state. If you have other issues with that, I would recommend finding the experts and getting them involved, give them your documents and your thoughts, and work that way. The best way to get agreements to come in, state your agreement, and validate what it is you are looking for. Because we can ask all day long. But we don't validate it, nobody's really going to listen. Does that answer your question?

>> Well I was going to add, for the IFSPs, I usually work with them at about a year old. When we see some of the behaviors starting. I am without family all the way through. I do transitions, and I help families ... you know, come up with the outcomes they want. And I go to the meetings with them. I am part of their journey. And I have had family for years. That is a journey that they continue through the easy transition between the two.

Here is our information. Feel free especially if you are interested in behavior and deaf. I have been doing that for a very long time. And you know, Illinois is very unique. We are the only ones to have that grant. But, ... the grant, 1996 when it started. We just celebrated our 30th birthday. We renew it every five years. We have been very fortunate. It's a well over million dollar grant.

>> (off mic)

>> So the website is isrc.us.

Isrc.us. We have resources. we have library. do you live in Illinois? You can still use our resources. We have e-learning for parents. We have parent University, a lot of that stuff. Check us out. I appreciate your time. If you have any questions, grab us. Thank you!

>> [End]