

Date: 11-04-11

Event: Donna Sorkin and Lilian Flores

** technical difficulties with the mic

THIS TEXT IS BEING PROVIDED IN A ROUGH DRAFT FORMAT. COMMUNICATION ACCESS REALTIME TRANSLATION (CART) IS PROVIDED IN ORDER TO FACILITATE COMMUNICATION ACCESSIBILITY AND MAY NOT BE TOTALLY VERBATIM. THE CONSUMER SHOULD CHECK WITH THE MODERATOR FOR ANY CLARIFICATIONS OF THE MATERIAL.

>> Donna Sorkin: It looks like we have some attendees signed on already and Lilian and I welcome you. This is Donna Sorkin from Cochlear Americas HOPE Program and we will be starting at the top of the hour so by my clock that is about 10 minutes. So you still have time to go grab a cup of tea or something nice to munch on while you listen today. Lilian and I have a great program for you. And we're really excited about presenting together this important topic. We will be offering CEUs from ASHA, the American Academy of Audiology, and AG Bell's LSLS program. You do need to be signed up for

Audiology Online's Open Access Program to be able to receive CEUs from those three entities. In addition, if you would like a certificate of participation, we can provide that to you from Cochlear and we just ask that you return the feedback form and the feedback form is on the left side of the screen. If you look at the kind of bottom left side you'll see a file share area. There is two items in there. The first is the feedback form. And we would love for you to send that back if you -- regardless we just love to hear from you but that is what we'll trigger a certificate of participation. Underneath that is the PowerPoint that Lilian and I will be using today so you can go ahead and click on both of those and then say save to my computer and just remember where you save it to. You still have time to print the PowerPoint out and have it in front of you if you would like. We encourage you to do that. Let's see, what else do I need to tell you about? You may ask questions. We love questions. We may wait until the end to answer those but just -- you go ahead and just type those in whenever you wish. And I think that's all for now. So I'm going to take a break. We'll be back with you in about eight minutes to start the HOPE Online and thanks so much for being with us.

>> Donna Sorkin: This is Donna Sorkin from Cochlear Americas HOPE program and we're really delighted to have everyone on with us today. We'll be starting at the top of the hour. And if you have a moment right now before we start we would love for you to fill out our poll and just gives us a sense of how you found out about us and who you are and helps us plan programs. So please go ahead and take the poll now if you would. Just a reminder we will be providing CEUs from ASHA, American Academy of Audiology, and AG Bell's LSLS program and it will be recorded as all of our HOPE Online courses and you may receive also a certificate of participation by filling out and returning the feedback form which is in the file share area on the left side of the screen and you can just go ahead and click on feedback and then save to my computer and then send that back to the address on there and there is also the PowerPoint there. So go ahead and fill out the poll for us and we'll be starting in just a few minutes. Thanks so much. Having some really interesting results on this. We have got some parents on with us today so welcome. We're really glad you're here. We have a number of people who are new to HOPE Online. About half of you are new to

HOPE Online so a special welcome to those of you and just to let you know that we have many, many, many courses in the recorded area of the website. We'll be talking more about that later and so some of you are new. Some of you have not taken the recorded courses so we'll be showing you some of those are available both in Spanish and English. We're going to close that down. It is according to my definitive clock good afternoon, everyone, this is Donna Sorkin and Lilian Flores-Beltran from Cochlear Americas HOPE program. And our topic today is Parent and Adult Habilitation Resources in Spanish. And this is really part of our larger HOPE program where we are really trying to support our entire Cochlear implant community throughout the Americas, individuals using English and Spanish, professionals in various areas of the field, as well as parents who have children with implants, as well as adults. This is all part of our HOPE mission of providing support. And our speakers today are myself and Lilian Flores and we have given you pictures of ourselves so you can imagine what we look like as we're talking to you. I have the privilege of working on the HOPE program, which allows me to work with wonderful professionals, both within Cochlear like Lilian and

many individuals on the outside as well who are working with families everyday. You may know me as a long time advocate for parents and adults with hearing loss and before I joined Cochlear 10 years ago I was the Executive Director of two organizations, Hearing Loss Association of America and AG Bell. And, Lilian, is a Ph.D. with a background in speech-language pathology and education of deaf children. She's been a practitioner for over 29 years. She doesn't look like she's old enough to be working for 29 years but I think she must have started when she was about 15. She's also a rehabilitation consultant for Cochlear. She's been honored many times by her colleagues in the field including being designated as the AG Bell Professional of the Year in 2005 and she's the author of many wonderful habilitation resources. So in our course today we will be covering some background and changing perspectives about working with Spanish-speaking families. We'll be sharing some resources from Cochlear and others. Talking just generally about mentoring families who speak Spanish at home and as always we'll cover some upcoming events and have some questions and discussion. If you have questions

you can type them in at any time. We probably will answer them at the end but feel free to go ahead and put those in any time you wish. So just to start out here I wanted to give you some background on what are ethnic and racial backgrounds are of children in the United States and how those figures are changing over time. I looked very recently at the ethnicity of our Cochlear implant kids and compared those, their ethnicity to children as a whole in the United States. I used as a benchmark 2003 which was when I last surveyed families. So let's just look at the U.S. to begin with. In 2003 for all children in the United States, 60% of those kids were white. In 2011, that proportion had gone down to 55%. And during that same time frame the proportion of Hispanic children went from 19% to 23%. So a 4% increase. And if you go over to the Asian column, Asian and other, the proportion of those children has also increased. What we've seen during that same time frame in 2003, you look at all of our kids with Cochlear implants who were implanted in the United States. About 4% of them were from families that identified themselves as being Spanish-speaking at home. 7 years later in 2011 that number had gone up to 10%. So that's really good news. Those

families are increasingly getting information about the intervention for their children who are deaf and it really highlights the importance of our providing appropriate support for those families who may not be using English as their main language at home. So let's talk a bit about the auditory verbal method which of course is increasingly being used in the United States for encouraging language development in children with hearing loss. It's a methodology that is particularly appropriate today when we're identifying baby when is they're a-week-old and then beginning intervention within the first month or two hopefully certainly by the 6th months of life but we're really working with children at a much younger age so it makes sense that parents and family members who are with children most of the time are the ones that are going to be playing increasingly important role in language development. It really builds on the concept that we've always had in that parents are a child's first teachers and that has been true through the ages and it is through regardless of what culture we're talking about and so that's an important part of the auditory verbal methodology as is the fact that we want to encourage children with hearing loss to be with hearing peers to provide important

language role models. Now, if you follow through and think about that methodology it means that the professional's role is to really focus on the parents more than the child. They're with a young child maybe two hours a week and parents are with them many, many hours. So our role as professional is really to help the parents know how to best foster language in their child and so we're looking at empowering those families, we're looking at maintaining on-going support of those families regardless of what the parents home language is but rather acknowledging that parents come first in that process. And it's interesting for me to have seen where we have come from in this process. When I first got involved in hearing loss almost 20 years ago we really were telling families at that time that they needed to speak English with their children even if English was not a comfortable language for them. So we've moved away from that perspective, acknowledging that parents should use the language that they're comfortable with. If it is awkward for a Mom to speak in English if she has limited vocabulary then, of course, you want the mother to speak in her comfortable language. And it also follows from what we're seeing in

terms of what's important in terms of a deaf child's language development. There have been a number of studies recently that have emphasized the importance of the family in a child's language development. A recent one that is very robust study that was Johns Hopkins and others where the lead researchers in it but it was published in The Journal of the American Medical Association in 2010, John de Parka (sp) was the lead researcher, and what that group found in a six-center study in looking at what was really making a difference in terms of a child's language development were the two factors that were really important. The first is the age of the child when they receive their Cochlear implant and the second was the way the mother interacted with her child. So that's really getting back to allowing the Mom to community in a way that's comfortable for her. So that really re-enforces what we're saying in terms of this parent guidance issue. So what we say now is that the parents' home language is not English, use the home language and follow the same strategies that we're encouraging for English-speaking families. Professionals should provide tools and materials to aid in that natural language development. Those professionals don't necessarily need to

speak Spanish. They can be people who speak English but they need absolutely to have a way of communicating and mentoring the families in a way that's comfortable for all parties. We're not going to get into that so much today. There are two really excellent HOPE Online courses that are recorded that talk about that. One by Michael Douglas and one by Ellen Rhoades so you can find that in the recorded area. They provide guidance on how it -- a therapist who speaks English can work with parents whose primary language is not English. So the other thing that we say is that we do want to give the child exposure to English by other channels so that can come through other family members and friends. So that, in fact, we're really working with the child if they're in the United States on both their Spanish and their English language development simultaneously and having a good exposure in both languages. So we do have a lot of resources in Spanish, increasing and, so, with Lilian's help and guidance, we're going to be talking about those today and how to use them. We have a number of HOPE Online courses in Spanish. There are materials in the Reading Room and we also have some listening tools so that's just to show you what that HOPE website

looks like when you go on it. If any of you have not been on the hope website I'm going to introduce you to that and increase your comfort level with the site but that is really what it looks like and across the top there is different categories. We're going to go on this site in just a bit so I'm not going to worry so much about bringing them up for you. We'll do that later when you can see it better and I can see it better. So HOPE Online in Spanish we right now have seven archived seminars available and four additional new ones will be done this year in Spanish and Lilian will be doing them and I have given you the dates there and then the recorded courses are listed in the Spanish language module in the archived area of the website. And those courses when Lilian does them are designed for professionals and for parents and for adults and the sign-up is by the HOPE website or you can go directly to the links I'm going to show you in a minute. All of these courses were originally given in English on HOPE Online by many of our excellent speakers from around the world on different topics and we've gone through and chosen ones that we thought would be particularly important for parents and professionals in Spanish. And Lilian, as I

mentioned before who lives in Mexico City, takes those and adapts those for a Spanish audience. They're all one hour in duration just like this course. They do many of them do have CEUs and for all of them you can always get a certificate of participation as well. So how do to use these affectively with families and adults. Certainly encourage parents and adult recipients to watch the appropriate seminars at home. If they have access to a computer and to the Internet and some people don't have the ability to print at home so as professionals you can certainly print out the PowerPoint and give it to them. I really would recommend that they listen while they look at those PowerPoints. If they don't have access most library systems now have computers with Internet access so they could certainly take them there. We do identify those courses as being for specific audiences for professionals, parents or adults. And some of these seminars for professionals may be appropriate for more sophisticated parents and I'm going to give you those designations in just a minute. Some of our very creative clinics and other centers have used these seminars as a way to bring together parents or adults. So that's something that is a really nice way to use them.

You can invite a group of parents to an evening or Saturday program on a specific topic and use the recorded seminar. You can project it up on a screen so that everybody is watching and listening on the big screen. And then use that recorded seminar as a jumping off point for a parent or adult discussion on whatever topic it was that was shown that day. And you can designate someone from the group to lead a discussion about key points in the seminar or on a related issue of interest. So we've seen a lot of that being done both in the United States and in Latin America so I think it is a really nice way for you to have a program that works for a small group of parents really at no cost to you to do that. You can make use of these seminars and then bring everyone together. So I have taken all the ones that Lilian has done in Spanish and we've put them into categories based on the audience we think the courses are most appropriate for so that's a partial list of the HOPE Online's for parents and as you can see there on a range of topics. The emotional impact of families. Facing deafness. Thinking about the social understanding issues. What auditory verbal therapy is. Issues of behavior. Auditory skill development. You lead the way part 1 and

part 2. Some of you may have heard Ashley Garber do those two the first time so again Lilian has adapted them for Spanish audience. There's ones on school issues and literacy issues and therapy for a child with bilateral Cochlear implants and then these are ones that we felt were probably higher level for professional audience. Some parents might find them to be helpful, but we're just designating these as being more intermediate level courses and asking you to consider that. And then we have two HOPE Onlines that were done specifically on adult rehabilitation and some of these may also be appropriate for teens. And so you can also recommend these for your older patients. So that's what we have going for HOPE Online. Then one of these -- I guess it's probably the third category in is the Reading Room area of the website. If you open that up there is actually a category of materials that are specifically for Spanish-speaking people. I'm going through that again. And in the Reading Room I want to call your attention to the fact that we have taken the educator's guide and translated it into Spanish so all of the same Chapters that are in there are available in Spanish so that's on the website, very, very accessible for anyone who needs it.

And, so, the topics covered are on auditory learning. That's really the -- what children with Cochlear implants need at school -- excuse me -- that is on listening at school. Then there is also topics that are on the classroom environment and the teacher adaptations. For those of you that are familiar with the original speech sounds that was developed by Nancy Caleffe-Schenck about four years ago, we have taken that same speech sounds document and developed speech -- developed speech sounds vowels. The first one was, of course, on consonants. And it uses the same format. It's designed for use with parents of children 1 to 5 years of age under the direction of a teacher or therapist. There is lots of activities and different ways to encourage auditory learning as part of the child's day. So this is just to show you a little bit of what the -- the speech sounds -- this is from the original one. The consonants. There was always a child-friendly set of words and the daily routines and getting dressed for example, activities, games and toys like tic-tac-toe. This is actually the "t" unit. There is always a book. Where's My Teddy and then some learning around that book. So this was the original one taken from the original one but the new one that

is in Spanish is Spanish vowels. So these are actually the vowels that are covered in the speech sounds vowels in Spanish. And I have given you just a page from the Spanish section of speech sounds and vowels. That's up in the website, a very nice and accessible resource for you to use with families of Spanish-speaking children. And then the last topic I want to talk about before turning the program over to Lilian is our listen, learn and talk videos which you may be familiar with in English that we've developed and had available. They're actually on the website so you can take a look at them as well as they're available for purchase. They're very, very nice videos demonstrating how parents can be working with their children and it covers children of all ages so there's a babies and toddlers and children for different aged categories and there is a CD-ROM. There is a guide that goes along with it. And as I mentioned, the target users are parents of children who either have or will be getting a Cochlear implant. So I want to just stop right here and show you a little bit of the listen, learn and talk video with the Spanish captions. I'm just going to come down here. Start it up.

>> Hello and welcome to babies babbled. The first in a series of listen, learn and talk. You'll

see statements from home and clinical settings illustrating how babies can learn to listen and talk. The journey begins from the day of diagnosis. From then on it will be a time of intensive input from parents and caregivers. A time of huge development from the baby to the toddler to the child getting ready for school. The learning to listen process must begin as soon as it can.

>> Cart Provider: Audio distorted.

>> To receive sound stimulation from the very beginning. Babies hearing aids first thing in the morning and throughout the day to make sure they're in good working order. If your baby pulls the hearing aids out, gently put them back in her ears straightaway. Give her a toy to engage her interest and distract her from pulling them out again. She needs to hear sound at all times. In the following segment you will see a mother talking to her young baby. Notice the closeness of mother and child.

>> Donna Sorkin: I'm just going to push it ahead a little bit.

[Video]

>> Down, down, down. Do more? Up, up, up. Down, down, down.

>> As well as using a sing song voice the mother is using language that is appropriate and

meaningful. She uses the real name.

>> Donna Sorkin: Okay. I think we'll just go back now. And we're going to just come back. At this point I'm going to turn the microphone and the control over to Lilian Flores.

>> Melissa: Lilian, turn on your microphone or unmute. And, Lilian, hopefully you can hear. This is Melissa. Sorry, folks, we're going to get her microphone back on. Lilian, if you could hear me go ahead to the microphone button at the top of your screen and either disconnect and reconnect the mic fully or just go ahead and unmute. You'll be all set. And, Lilian, again if you can hear my voice, I see you're trying to come back in. Go ahead and click that microphone button at the top of the screen to connect your microphone then you can go ahead and take over the slides from where Donna left off.

>> Donna Sorkin: This is Donna Sorkin and we're just waiting for Lilian to come back with us. And I don't really know what has happened. I think what I would like to do is to just go ahead and skip ahead and talk a little bit about the EPPAL it is one of the products that we were going to have Lilian cover. So we'll come back to it. Hopefully when Lilian finds us. It is a really

wonderful multiple CD-ROM that was designed for parents to use at home to aid in development of auditory perception and it comes with a user guide that is actually an English and in Spanish so a therapist could read the English part if she didn't speak Spanish and explain it and then the family could take it home and read it in Spanish and use it in Spanish. The CD itself is actually in Spanish. And the first CD is actually the set of games and then there is a second CD that has over 300 printable images that can be used as cutouts or used in different ways. So that's actually available either for purchase from Cochlear's online store; or, it is online for free in the HOPE website which I just love. Anybody can use it and get to it. So the first CD of EPPAL has games using various language levels and it begins with the six sound Ling test which you're all familiar with and then it has three games for detection, fun games, the detection ones have a clown theme. They have fish and birds. And then three more games on discrimination. There is a bakery. A candy store and a laundry line with clothes. Then there is four games that emphasize identification. And that one has a super market and a toy store and a farm and then it uses 12 typical Spanish language children's

song and uses Spanish comprehension and then very wonderful tools to use for a parent in talking about language development with their child.

The six sound Ling test is seven pages and it has a page for each sound plus a final page that has a review of the images and there's a version for the ch sound instead of the sh sound which of course is what one would find in Spanish. When you touch the screen there is the specific movement on the screen and then you can also hear the Ling Sound so it is a nice way of using those Ling sounds. The detection one, one of the games you hear birds chirping. When the child detects the sound he or she is instructed to click on a bird which will then fly into the tree and the bird will fly only if there has been a sound and the child clicks on the bird. The child clicks and there hasn't been a sound, it won't be -- oh, Lilian is here. All right. Lilian, what I'm going to do is take us back to the SEEPAL. Here is SEEPAL. I'm turning off so Lilian can come on. Thank you for your patience, everyone. Well, clearly we're having some problems on Lilian's side. We're not hearing Lilian and I'm trying to decide if I should go back and talk about EPPAL, which I'm very familiar with, while we're waiting for Lilian to come on. Lilian, just talk when you get on. I'm

going to continue talking about the EPPAL which is just a wonderful game. And then on the discrimination side there is a set of games as well to help children discriminate between words and phrases. And we really want to encourage parents when they do not stay stuck on the game. But, Lilian, are you ready? Talk. I'm going to keep talking. Lilian, interrupt me any time. I'll stop talking. So in this case it is similar to the birdie one that we showed you the child hears a stimulus and then he clicks on the corresponding image and then that responds repeatedly and then identification. It's a super market scene and the professional can say the word and then the child takes or puts the food inside the cart or you can click on a number and it says the word from the game and if the word is correct, if they put the correct item into the cart it stays in the cart. If it is the wrong item it won't go in the cart so, you know, we really want parents to also supplement what is being or going on with the game by having a description or a discussion or riddle going on with that item as they're using the game. On comprehension, this particular one shows kids sitting around a table and talking about different foods and again parents could and should supplement what is going on in the game by

talking about the foods that are on the table. Maybe saying the little girl wants some water. Would you give her the water? And again if the child clicks on the right place they'll be a movement. Others if you're using the game the way Lilian designed it, it makes a noise. That's the comprehension segment. And then the second CD for the EPPAL has 300 printable images that can be resized. And you can use those for memory or for Go Fish. You can use them to play lotto or use them to practice words and there is images that go together. You can contrast them and they can be the same. It is a nice way to enhance the language learning and in any way that the family decides they want to use that. So there is some examples of those printable images that you can print out in color or black and white if you don't happen to have a color printer. Clearly it is going to be in color and more interesting. Of course the images are all described in Spanish. Lilian is still trying to get on and I'm still hopeful that she's going to get on. Until she does I'm going to talk a little bit about the John Tracy Clinic program which includes both a correspondence course and availability and auditory verbal therapy. Just a little history about John Tracy Clinic in Los Angeles, some

people know this but many don't. Spencer Tracy had a deaf child. So in 1925 John Tracy was diagnosed with hearing loss and many years later after they went through a lot of the difficulties that parents go through if they don't have support they realized that there really needed to be an institution for children in that area. Mrs. Tracy spoke to parents and that became the John Tracy study group and then a year later John Tracy Clinic was actually established and incorporated in Los Angeles and I think that is actually Mrs. Tracy there standing with some children at the clinic and their mission incorporates hope and guidance and encouragement for families. The programs are provided without charge and they have courses both on-site and very wonderful correspondence courses that are used by families really around the world. So among the services for families on-site there in Los Angeles, audiology and classes for parents and there is a parent-infant program, preschool, counseling services and a correspondence course which is what many families make use of and that is available in English and in Spanish. And then they have summer programs and Lilian actually teaches the Spanish program in the summer sim. On-site they have buy lingual auditory verbal

therapy and children who are under the age of two. There are many services that people outside can also access. So we've given you the website encourage you to go and look at it and they do have a limitation that they really only serve children up to 5 years 11 months so under 6 years of age and they emphasize auditory verbal type of methodology where families are learning language through typical routines. They enroll up to 1000 new families on an annual bases and it is quite extensive. 40% is from the US and 60% are international including Latin America, Asia, Europe and Africa and the courses are available online or they're mailed to the parents using the course in English or in Spanish. So the course details there is a course for babies. Up to two. For preschool and parents download the courses and complete their reports and then send it back for commentary for a professional at the John Tracy Clinic and the parents are encouraged to document progress and communicate their concerns. And what is really wonderful is that the parents are also able to communicate directly with a team of experts and again this can be done in either Spanish or English and then there is also three week summer program for parent and child that is held

in LS. It is free. Lilian conducts the Spanish program which is for non-US families so I did need to add that. It has many of the components that we see and, Lilian, I'm going to stop if you're there then you put this back where you want it. If you need to adjust your microphone, you can turn it up. Hopefully that will work. Stick it in a different USB port and turn back off and turn back on the microphone. Hopefully that will work. Not sure why we're having this issue on the device itself. You should be able to make sure that that is not muting on the actual device.

>> Lilian Beltran: Now I don't hear you.

>> Melissa: Yeah. I hear you perfectly.

>> Lilian Beltran: Now I don't hear you but if I can -- okay, it doesn't matter if I don't hear you. I will just read the announcements you have to give me. I'm very sorry. I don't know what happened. But I would like to go very quickly I just would like to apologize my English and one of the things that I would like to say to all of the professionals about all these materials that you were watching is to take into consideration and don't forget that all of them are tools to compliment all the aural habilitation process. Remember all the rehabilitation in the tasks needs to be done in a significant situation or a

framework and you will need to teach the parents or caregivers to internalize ways of interacting that will promote the child's use of addition and acquisition of intelligent spoken language. After those tasks, those materials could be used as a tool and a way to help you and the parents to develop other ideas in formal sessions, at home or in daily life. So with SEEPAL you have a lot of suggestions and ideas to develop the speech perception a very detailed hierarchy. You could also tell parents how to transfer these ideas into daily life which makes a really valuable tool and also there are some tables at the end of the SEEPAL that allow AOS you to assess each child and know exactly which goals you have to plan, which ones you need to practice more in different situations and which they are already developed. Okay. So as I said you can find a different subdivisions with suggestions, segmental identification, comprehension and each one has a lot of subdivisions with a lot of exercises. So SEEPAL is a tool that demonstrates the whole picture for the auditory development continuum. And because it is so detailed it helps parents to understand their child's progress and as I mentioned both where they are and the next steps we're going to have to focus on work on. It

gives suggestions for clinical assessment of auditory speech perception. So you as professionals will have more than 20 -- 250 ideas to develop them in different scenarios. And when parents know where they are and what are the next step to say follow this builds their knowledge and confidence which promotes the child's language development in a natural way. So let's go with our next tool the Juegoyendo which is based on detailed hierarchy. You have here a lot of designs to work on. Also some of them that you or the parents will have already got. A color or paste. It is based on the significant situations that speech perceptions and skills have already been done. So you or the parents could create fun lessons in different scenarios. Juegoyendo has all these funny games divided in this big different groups. Awareness, suprasegmental pattern perceptions, et cetera, that you can see. We can see here different awareness games. The kite and the elephant so parents or the child could move or the kite or the elephant's trunk. Every time he demonstrates he is hearing the auditory stimulus and of course we expect that a child that is using a Cochlear implant is going to start to detect from the very beginning and as professionals and parents you

will observe this in different situations. But these exercises are focused on contained description responses. The child is conscious and knows when he or she is hearing or is not and/or when he or she stopped to listen. We have more than 400 different games and from this ones for sure you and the parents can create other different 400 exercises based on these ones. Because they come in a notebook, they can be done at home, at the waiting doctor's room or in another place that parents and child feel comfortable to work. And remember, this is a tool and is not intended to teach listening and talking but rather to complement a teacher of the deaf and other global situations and you can check in a quick and funny way the six Ling Sound test and the child should choose the right scoop of ice cream that he or she is listening with this. Okay. So I have seen that Donna already covered all that. Yes. And we're going to make -- we would like to show you the demo of the EPPAL to show you some of the exercises because we don't have a lot of time. Okay. I'm not going to unplug my mic.

>> Donna Sorkin: Okay. So what I'm going to do is just take you to our website and show you in real-time and so you can see now we're right on

the HOPE website and, for example, you were going to look for the Spanish courses. We would click here. And then you would click down to the -- at the bottom those are all the Spanish courses that we have that are already recorded so you can tell your families where to find them. And I'm going to go into the Reading Room of the website and there I am in the Spanish area. Going to walk you through the EPPAL which Lilian is going to talk and I'm going to turn off the sound when we get there but I wanted to show you also where the teacher's guide was in Spanish and the seep which Lilian just walked you through is there in Spanish and the speech sounds, vowels, the product that I talked about earlier is also right there. And I'm going to go right into EPPAL now. And I took you through it earlier and I'm going to actually play it so that you can see it.

[Video]

[music]

>> Donna Sorkin: I'm going to take you right into the game and turn my sound off so that Lilian can talk over me.

>> Lilian Beltran: Okay. I'm watching that donut. Okay. She went to the super market. And here, for instance, you were going to hear

different names, different food that we're going to buy and put inside the cart. And I can just say, for instance, the first one if you press a button of the first one, okay, you take the fruit. But also you can say think something Mommy uses to make juice or guess what, you love it when you take it for breakfast. Yeah. So you can use the word or you can use this one. Let's go and move for another one. Donna. Let's do the one for discrimination maybe or, okay. This one also if you -- if you push the first bottom you can just say for instance it will sound -- you could hear the word marbles or you can -- and then you have to touch the marbles. Or the -- yeah. Uh-huh. Marbles I guess. And it will move. It will make a movement. Or let's go to discrimination. Okay. And then we go to the candy store. And then of course you can say two equal or different words. The first bottom are for equal words. No. It doesn't have any. I'm sorry. This does not have any bottom. But I mean you can say two words that are the same and then they will have to take the ones that are equal. Ft. bowl that is equal. If they try to put the ones that are equal in the bottle that is different it won't. Then you could say different phrases or very different or very similar phrases that they are just a different for a tiny

word. Okay. And then we can go for -- go through for comprehension, Donna. Yeah. Comprehension. Thank you so much. It is weird. I can hear you. Yeah. Like this one. So if you press the first bottom, yes, they will -- they are going to hear that it is a man that is warring and once he touched it something is going to happen. Okay. So for every bottom something happens and they have a movement and you can mute that and then you can tell whatever sentence you would like to say. And one of the things that is important is that this material is not that you're going to use every single day to work with them because they're going to get very bothered or bored. But the important thing is that you try to use it in the moments as a complement as global work that has been going. I guess I'm done. I'm very sorry. I was here just listening you and I guess we have time to show them the next courses and if they have some questions and I'm not going to turn my mic off.

>> Donna Sorkin: Okay. We're going to just flip to we have been through all the EPPAL and we have been through John Tracy Clinic. Thank you to all of you for being patient with us today as we were working through some of these technical

issues. And just to remind you of our upcoming online courses. We have our next course is at the end of November and it is on single sided deafness with George Cire, a wonderful speaker. Then in early December Nancy Caleffe-Schenck is going to be back with us talking about sound foundation for babies and toddlers. That will be a really good one. We have a live set of workshops going on this year on words and music and it's with one of our regular presenters, Ashley Garber and myself will be in San Diego actually in January and then Washington, D.C. March 13th. If any of you are close by. Then there is information about that on the website and I have given you the things online. As always you can contact us if you have any questions about this seminar or anything on hold please send us the feedback form and if you have any questions please post them now or really waiting and happy to answer any questions that you may have. Okay. I guess we must have covered everything then. Thanks again for being with us today. And saying goodbye for Lilian and myself. This is Donna Sorkin from Cochlear Americas HOPE program. Bye-bye.

THIS TEXT IS BEING PROVIDED IN A ROUGH DRAFT FORMAT. COMMUNICATION ACCESS

REALTIME TRANSLATION (CART) IS PROVIDED IN ORDER TO FACILITATE COMMUNICATION ACCESSIBILITY AND MAY NOT BE TOTALLY VERBATIM. THE CONSUMER SHOULD CHECK WITH THE MODERATOR FOR ANY CLARIFICATIONS OF THE MATERIAL.