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Here, There and Everywhere: Carryover for Auditory Goals

April 8, 2008

2:00 PM-3:00 PM CST

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>> Ashley: One final welcome to everyone. I want to again remind you to close down any extraneous programs that you have on your computer such as e-mail programs. That will give you your best auditory signal. I will also remind you to download your handout from the file share pod to the left as we are now going to

begin our program. I'll ask Melissa to go ahead and begin recording.

Again, this is our program today called "Here, There and Everywhere: Carryover for Auditory Goals." I am Ashley Garber. I'll be your speaker for the day.

Typically at this point in the program Donna Sorkin will -- is able to join us. She's the Vice-President for Consumer Affairs with Cochlear Americas. But she is unable to today, traveling for the CI 2008 conference out in San Diego. Instead I will just assure you of Cochlear America's Commitment to Educational Outreach. This program is one of the many ways that Cochlear is working to bring information on cochlear implants and rehab portion of that process out to you, the professionals that are working with these children on a day-to-day basis.

So we hope that you find this interesting and valuable to your work and at the end of our program we'll be talking more about some other programs that you may find helpful as well.

For now I'll tell you a little bit about myself. I'm a speech-language pathologist and auditory-verbal therapist in Michigan. I'm in private practice where I work with children and even adults with hearing impairment and cochlear implants with primarily auditory-verbal therapy and all other rehabilitation approaches. I've been doing this for just over 12 years now in a variety of settings.

Today our program will go a little bit like this. We'll start by discussing carryover, what it means, what is our context for today's presentation. Then we will talk about planning for carryover in a variety of different environments. After we've gone through some of that discussion, we will turn our attention to some specific therapy activities for different settings, the therapy setting for the classroom setting for the home setting. Many of my online sessions are designed to hopefully jog your creativity just a little bit and give you some ideas, things that I like to do in therapy or things that I've learned from other people and hopefully this session is no different even if some of activities are familiar, maybe there will be one or two that will be new ideas you can take

back to your own practice.

First let's talk a little bit about carryover and the definition of carryover or generalization. These two terms are often used interchangeably and, so, first we just go to dictionary definitions and see that generalization is defined as of a transfer response learned to one stimulus to a similar stimulus. The application of a skill learned in one situation to a different but similar situations. So that is what we're talking about today. We're going to recognize that the ultimate goal for the child with the cochlear implant will be to use their auditory and language skills, not just in the therapy room, not just in the classroom, but in truly naturalistic environments with real conversational competency. So to really apply those skills across the board out into their real lives away from the therapy table, away from their therapist and away from their parents to really apply that in a natural situation.

To achieve this we want to actually begin working at every stage to move familiar information and skills into new context. So we're going to start right way with modeling skills in other context.

We don't have to wait until an odd other goal achieved in a structured situation to try and transfer it to a natural situation. We can begin modeling the use of the skills in other situations right away.

So let's talk a bit about planning for some of those different environments. I'll start by reminding you about situational context. If you were with us for the live presentation or have access the archived presentation getting started with auditory skills or its updated version I think it was called a fresh look at getting started with auditory skills, you will remember that Mary Ellen Nevins and I talked about situational context as related to the development of those skills with the beginning skill level being and doing listening tasks in a structured way. These are specific activities designed to practice auditory skills. Beginning with perhaps a closed set task where all of the choices are available to the child if you ask a question, for example, where is the blank? The close said task would have four choices available, one which is the correct answer to your question. The child can see those and typically a close set we first think of a visible set or a tangible set.

The bridge set would be the case where we can use topics for categories to create a larger set that is instead of visible it is a cognitive set. So, for example, if we are describing something to the child we would say I'm thinking of a farm animal and then describe the characteristics of that particular farm animal. So giving them the clue I'm thinking of a farm animal is a cognitive set but a closed set because elephant doesn't apply there and rocket ship does not apply there. We're thinking of a limited number of items in a particular group. So it is a closed set but it is larger and something the child is thinking about rather than seeing. So that can sometimes be called a bridge set where you move from the closed set to the more advanced open set in which the possibilities for the stimuli are endless. There could be any number of things that you may be referring to when the child just has to use their vast storage of knowledge to answer your question.

Routine activities are those recurring events that can be associated with predictable language. And then naturalistic exchanges are of course the most natural where we're talking about goal

oriented, real world conversations where the child's ability to listen is going to transcend the environment or the activity that you're doing. So they're able to fully participate in an exchange perhaps change topics, a real world conversational situation. So that is the hierarchy of general situations.

When we're talking about generalization we're looking to move goals from the structured listening set to that naturalistic set change.

If we think about different environments in which we work with our children or in which they will participate the first place is the therapy room. And this is typically going to be the best place to start work on auditory goals in a structured way because you, as the therapist, can control the situation and the materials. Hopefully we think, right, that we can control that situation to some degree. We can select materials with particular aspects in mind to create that closed set that is the easiest to begin with and then we can manipulate variables from there to challenge the child more to make things easier for them as needed.

By building routines into the therapy setting we can begin to expand from that structure to move towards auditory goals with predictable language so we're moving through the hierarchy of situational context that we described and of course you can go ahead and move all wait to a naturalistic exchanges with the use of role playing, pretend play activities, and what I'll call field trips and the therapy situation that might be going to the bathroom or going to the kitchen or supply closet or back to class. Whatever field trip you can take, that is an opportunity to really move towards more naturalistic exchanges and opportunities for the child to practice their auditory skills.

Turning to the classroom, classrooms are often built on routine. So that is a great place for that next step when moving auditory skills from a structured setting. The classroom is a great place then to practice new skills. That have already been established in that structure kind of a situation. Of course there are many, many opportunities for natural exchanges but sometimes preplanning is necessary and coordination with the teacher, the therapist, any para-professionals in order to steer the child

towards a specific skill. In other words, lots of opportunities for that natural exchange. But if you have got something particular in mind that the child needs to work on, there still may need to be some level of control placed so that it is not a freehanded that the child is actually working towards a particular goal remembering that goal oriented is what we have in mind here. For our auditory development. So how do we help to plan for classroom carry over? First of all, as therapist you may be speech-language therapist or I tin rat teachers who have joined us today if you're in that category and you might be working together with the classroom teacher. Perhaps you are the classroom teacher and here is where you can work with your individual service providers to plan particular opportunities and goals that are going to be addressed. So to add in that little element of control there in order to see where in your day you can fit in work on particular auditory goals. Sometimes it is that individual service provider who is sort of steering the ship if you will to decide which, you know, where is the child, what goals are they working on and the auditory sense so that we can -- they did the handle to work on that and by working together with that person you can pick

particular for work. A couple of observation that I have made in my own experience in the classroom, the first is that one of the most overlooked areas for carryover I think in a small instructional classroom, a classroom designed for children with hearing impairment there is lots of content going on all the time. But there are lots of times when the teacher may be working one-on-one with one student and there is a paraprofessional or a classroom aid that is leading an art activity or a group work of some sort and I think that is a real waste sometimes for opportunity in working on auditory objectives, specifics to different children. They're always small groups when we're talking about the small instruction classroom so we're talking often, you know, two to four children that the paraprofessional might be working on. With some guidance that person can really help to -- to do some work on a particular auditory goal. That is one area that is often overlooked and can be utilized better. Often teachers are unaware of the wealth of opportunities that they have to work specifically with a child on auditory skill development without really changing anything without any without much extra effort. Often in my experience that has been a big fear the

teacher thinks I have enough to worry about. I have my day planned to fit in and anything extra is difficult. Just wording a question a different way or encouraging the particular child to do a certain task would be a great opportunity for them to work on X or Y skill that you have guided them on. So those are just a few observations for my own work in the classroom. You might want to consider push-in services and this is something that Mary Ellen and I talked about. There is a whole session in our archive library of push-in versus push-out, and that is what we might call the opportunity for the speech pathologist to actually come into the classroom with the teacher and give some guidance as to model the strategy by leading an activity and model the strategy that is helpful for children in the class. And then monitor in progress afterwards and kind of integrating that therapist into the classroom for a couple of sessions or a period of time in order to model and then monitor progress. -- the last environment we talk about is home, routines abound so we have a prime situation for carry over of goals that have been introduced in the structured setting. Of course the home is the best place for the natural exchanges to take place the most and the best

opportunities for that. But we have the issue where parents don't feel comfortable right away. In guiding conversations with children or maybe their comfort level is actually recognizing the opportunity and so that is the place where we want to really focus our attention is first helping parents to realize where they have opportunities and what parts of their day again as we talked about with the classroom teacher could be modified just slightly without any real change to routine or energy level which is the most important when we're talking about home. That they can really work towards carryover of goals. So that is a real challenge that we have.

And here are some ideas on helping to plan for home carryover. The first thing to do would be to spend some time with parents working to help them recognize those opportunities that they have for carryover of goals and then to seize those opportunities, how they can use the strategies that you've worked on with the child in therapy and of course if we're talking about if you're an early intervention provider then you have ample opportunity of working with parents and this is of course a greater challenge when you are working say in a school situation and the parent

is not there with you every day. So, you know, in this simple sentence that I've written here, spend time were parents that is the inherent challenge of how do we actually do that? That is where the HOPE e-news PDF file I told you about, that is where that comes in. That piece does explore those questions a little bit more in-depth than what we will do today. But it talks about some ideas for how to communicate with parents to, you know, maybe you are not working with directly in a session to help them to really see some of the opportunities for carryover at home. How you can guide them with the strategies that you're using and the goals and hopefully you'll get some ideas from that if that is a concern that you have. One consider is parents are the most successful if they feel ownership in the planning process. I encourage you to -- to help them come up with the times that work the best for them to carryover goals and to come up with activities that will work for them. Versus giving them a particular homework assignment or, you know, I guess mandate on what they should do to achieve a certain goal. So those are things to consider when you're working with parents as well or families. What activities of daily life does each caregiver

typically do with the child? What activities do the adults enjoy with the child? Those are some of the questions to consider when you're having those conversations. We're come where we're going to focus more on therapy activities. So some of the important situations are those important situations and I would encourage you to take a look at that with the HOPE e-news handout that you have there as it will take more time in those areas. But I would like to go ahead with some ideas for therapy activities you may do in a structured way and then we're going to carry each of those over into different environments the same auditory goal what are some different activities that you could encourage a classroom teacher to try or a parent or a caregiver to try. So we'll start with the auditory goal of identifying keyword or words in a phrase. And we'll take that into different environments. A couple of activities I came up with for identifying a keyword. You might complete a two piece puzzle with the child many maybe you can picture in your head the puzzles that are out there, the go- together puzzles, toothbrush and toothpaste. shovel, bucket, fork and spoon. Babies and these are two-piece puzzles that are commercially available out there. That might be

an activity that you can do to perhaps you're starting with a closed set and you put some of the puzzle pieces on the table and just looking for the matches for the one that you draw out of a bag for example.

And another idea would be the dress a bear puzzle and your phrase may be let's get her shirt or hat or shoes. Those would be examples of your stimulus at the end of the phrase. You know as you're moving to something more difficult would be embedding that into the middle of the phrase. I need her boots, please. That is how you might phrase that one.

Another idea of a table activity would be to load up a school bus, Noah's Ark, a circus train with different characters or people, next is the boy with the blue shirt. If you have different charactering with different colored clothing. There were two birds. All aboard zebra. Those are some phrases you might use with these simple activities for identifying a keyword.

Now, one of the key to say increasing the naturalistic quality of structured activity, you know, if we think quickly about those three

activities they're very simple and they could just be that straightforward where you're completing a puzzle, you're dressing a bear or you're lining up characters to get on a bus. But right away we can make this much more naturalistic by contextualizing this for the child. We talked about on preschool tips. And that is the idea that by contextualizing what you're doing, give sort of a reason for completing this activity. The four-year-old sitting next to you might think why do we do this puzzle? You know to us sometimes doing a puzzle sounds like it should be the most fun thing in the world or putting characters on a bus sounds really fun but if it -- if it doesn't strike the child that way and there is no reason for doing that other than the fact that it fits the goal that you have in mind you might lose the child somewhere along the way. So instead let's look again and see if we can quickly contextualize each of these activities into sort of a reason for doing. So, for example, the first with the two piece puzzles maybe the context is oh my goodness. I had this outworking with somebody else and now everything is mixed up. We had fixed it all to put away. Now they're all mixed up. Will you help me to fix these puzzles. And

then you put your things out on the table. You still have your slight control over what is going to go out, how large your set is but then you say oh, you know, I found the bucket can you help me in what -- you look on the table to find the match for that. Or maybe you're targeting looking for the item depending on where the child is and I'm cognitive for their understanding looking for the item that you name. So you just have given a little bit more context, a little more reason for doing what you're doing. With the last examples loading the school bus, Noah's Ark circus train maybe you make a more elaborate story about one of the characters. Here comes so-and-so. He's going to join the circus. But there is nobody on the train to go with him. Whatever the silly story is that you want to play with to sort of contextualize why do people need to line up or why do I need a specific person to go into this car? Why are you supposed to listen to me? Those are some of the things that you need to think about that immediately moves your tabletop play into a more natural sort of a situation for them.

So we'll keep that in mind as we go through each of these different ideas. And so then the next

environment I guess is to take those therapy activities so we may still be in a structured quote unquote controlled environment but we can take our toys and our games away from the table a bit to add naturalistic quality to our play so with again the auditory goal of identifying key words in a sentence some pretend play activities grocery shopping of course is one that everybody probably does. I need some crackers. That is how you might fit that goal into that sort of a game.

Princess dress-up could be quite fun for girls or boys. Where is my crown? Where are my slippers in where is my wand? Different activity that you're looking for as you dress up to transform into a Princess. Maybe you have a pretend birthday party and it is time to sing where. is the bear's present? With your keyword highlighted there of course. Singing songs and finger plays and playing eye spy with glasses or binoculars. There is those toys to take a look around the room and I see and then just name an object. It is a little bit of a variation on the traditional eye spy and you name the object and you take your glasses and binoculars around the room and locate it. To give you a little delay

and a little auditory memory delay the child holds it in their memory while they look.

To take the same goal into the classroom here are -- here where is we want to think about where in the teacher's day if the child is in a mainstream classroom or where in the small instruction classroom that the teacher themselves is probably already addressing these goals but there is a time when the child is with a paraprofessional that you can fit this goal into an activity that they might be doing. You know, maybe in the preschool classroom there is a paraprofessional who is in charge of preparing snacks while the teacher is doing something else. So help to create some language and some targets, some strategies for getting in these auditory goals for snack time. Let's get napkins for everybody. Cups. You're focusing in on your key words there. Selecting pictures from the job chart of course is a -- is that sort of an activity focus in on that auditory goal, checking homework or reviewing worksheets could be a time when you fit in. That for an older child handing out papers, the teacher again has chosen the child with the particular auditory goal that is being targeted to hand out the papers but she's just calling

instead of letting the child read the names. She gives this one is for Sarah. This one is for Britney. The child just listens for the name and then takes the paper to that child. That is a good one forfeiting in something that is going to happen that way in a classroom.

How we carry this over at home. Again remembering that our challenge here is helping parents to find the places in their day that these fit. Maybe it is with setting the table. Get Mommy a fork. Every child has to get dressed on most days so that is a good time to target key words if, you know, in a couple of days a week it can be a game where you call out certain things for the child to run and get out of their drawer. You know maybe the family will have some facility with plumbing or fixing cars and that is something the child can help with and target in this way.

Book sharing activities of course are great for one identification. It doesn't have to be a quote unquote test question with an x. The young children will of course just look for items when they hear their names. So that is a great time to describe pictures and talk about things that

you see and look for the child to find them as well.

Cleaning up toys, that is a classic I use all the time in my therapy room as well. Get a little help cleaning up my room and do some auditory identification at the same time.

So now we'll shift to another auditory goal. That would be following directions. And some of our table activities might play a barrier game and these of course are very popular. One that is SuperDuper recently put out that a lot of my kids really like is called the MagnaTalk Activity Center and it is a little magnetic easel with different scenes and then with about 10 magnets that go on the scenes and then you can make your picture match theirs by moving the different magnets around. You could color match pictures or arrange foam shapes on a therapy mirror. That will thin craft foam is great for wedding and putting on a therapy mirror of shapes, I have faces and ice cream cones and hamburgers and all kinds of stuff made out of the craft foam. You can wet them, place them on the therapy mirror of the window and do a following directions activity that way.

You know, you can put the circle next to the square, whatever your objects are following directions. And a real fun activity would be to match objects with decibel pictures of a scene so you may -- an easy one is if you have a house with furniture and children or whatever and you create a scene and give the directions, for example, put the dog in the bathtub and make the little girl stand prior to the therapy session you have taken a picture with your decibel camera of that exact scene. You're saying what you see on the camera and child is going to match that by moving the pieces around.

You can print those pictures and cut them out and save them all the time. But kids think it is much more fun when they're looking at the decibel camera to see what is in there. And so often I will say you won't believe what I saw earlier when I came in. The toys were like this time I don't know who did it. Look at the pictures I took. See if you can match them. The kids have a great time matching those pictures after following the directions. That is a great way to work on very specific directions as well because you have -- you put the girl there but can you

move her a little closer behind, whatever your language target might be with prepositions as well.

Following directions is something you can do by managing the therapy schedule, cross out the bowling game and move books to the top. So again these are table activities a little more structured and once you move away from the table you're increasing the natural quality of your activity. Directions, games, hide clues for a scavenger hunt. Go to the biggest window and look behind the shade. All of these are adjusted to the language goals of your particular child when they're ready.

Maybe you pretend to play hotdog. I want mustard on the bun and onions on the wiener. Very specific directions. Everybody likes their hot dog a very particular way and this is a great time to practice following directions.

Maybe you have a circus audition. I also call this game walk the line after the Johnny Cash film. But try making a masking tape line on the floor and have children follow the directions. If they're auditioning they have to do it

perfectly to get the job. Take two giant steps and then turn around. The idea is to do that precisely. Of course they don't want to fall off the tape on the floor either. That is a very fun 1 a way from the table still controlled. You're doing it following directions while having a great, great time.

I just noticed a note that I had from someone that she lost audio. I'm assuming that that is not happening to everyone else because only the one person said anything. So let me know if you're having any trouble hearing and I'll see what I can do to make that better for you. But for now I will go ahead with some classroom carry over for following directions.

I'll help your classroom teacher to say find the activities that they do and following transactions is a great one. For little things that may need to happen handing out papers and supplies. Completing craft projects. Cleaning up in the art room. So here is an example of a special that the child might be mainly extreme classroom for and be great to work together with -- with the special teachers to say where is -- the child you have in your classroom is really

working hard on following directions and listening to self-key elements. Let's think about some times you could help her practice this. Center work in the classrooms, projects, et cetera.

Typical classroom directions of course in the mainstream classroom, turning your science book to page 53, turn in your math paper before you do your spelling. The key here is to help the teacher if you're not the teacher to help the teacher to figure out how to do it if they seemed lost or if they only follow one part of that. What are the strategies you use in your structured environment that have given the child success before? So it is not just introducing the goals but helping the child succeed in each situation to get to the more natural environment.

That is of course where parents may need the most help is not only finding the opportunity all of the things that I have listed here for following directions with the exception of the very -- the last one that is a gain but the other things happen in every household. Most households no matter what in some way, shape or form. Families prepare dinner. Families pack lunch boxes or

lunch bags or they, you know, hand out the vouchers for the lunch program. Whatever it is in each different family. It helps the family to figure out, the caregiver to say figure out how can this be an activity that targets the goals that we're working on; or more than that, the activities there, how do you help the child to be successful in that situation so that they're included in those activities. Setting the table, getting dressed, helping with fix-it project, putting away laundry. Diaper bag or lunchbox, packing those things up, helping Mom or Dad with those projects. Those are great times for following directions. So leading our parents to know that chunking information is something that may help them at first or repeating only the part they missed or the whole thing. Which are the strategies that you find are helpful for the child in your individual session.

Our next table activity our goal is remembering items in sequence. Here are some activities that you may do in a very structured way at your table. Maybe you'll make bead jewelry to each person's specifications so I'm going to make your necklace and you make my necklace and I want mine to have a red, a green, a blue and a black bead

in that order exactly. That is what I will pay for.

So you can make that, you know, you can adjust that of course based on the number of items the child is working to remember. And maybe you're having the child make the therapy schedule as you read out the tasks that you're going to do that day so that is remembering the different items in a list. Spelling words. Maybe the guide says you're doing handwriting practice but you're describing a story and they come to a word they don't know often children say how do you spell that? They really want to spell words closely or appropriately and you can say listen to me. I'll tell you. That sequencing you can chunk it in three, four, five letters depending on where they are with their auditory goal.

Give verbal direction for connect the dots activity. I make these using symbols instead of numbers because of course kids know what order numbers come in. If you make a picture connect the dot picture and you use a little square, a little circle or a star or a moon, different -- whatever different symbols you can think to have your child and then you give them the order that

they go from the star to the square to the moon to the house. And then they have created a line. As you continue they'll eventually come up with a picture that you've planned out for them or copied from somewhere else. So that is a fun activity that you can do for remembering items in a sequence. And again, all very controlled at your therapy table. But once you move away from the table you can move into some more naturalistic modeling where you're doing something a little more realistic and putting some context where you're lining up cars that go into appropriate parking spaces maybe that are taped on to the floor. So the truck of course goes into a bigger spot than the car so you have to listen carefully so you know where each person is to park. That can be incorporated into a bigger game you're doing for some other reason. Maybe you're playing with the cars and trucks for speech practice or language goal. But you can fit in a little auditory practice there with sequencing by putting them into their parking spaces or lining them up for a certain reason.

You can incorporate safecracking or codebreaking into your pretend play activities so the child has to listen to the code to be able to break the

-- open the safe or open their lunchbox or their locker whatever the pretend play activity is.

Race and obstacle course or make one for dolls. When I say go you say set up the ladder and the chair and you're going to give them a new order before they start and they're remembering the order of the activity.

Maybe it is as simple as arranging playing pieces before a game. So fitting in your auditory into -- into other games that you're playing. And now to move this into the classroom, we can think about some of sequence specific activities that are -- that are typical at each age level so for preschool children, maybe patterning activities where they're working with shapes and colors. That is a great time to work in auditory sequencing so if you're working with a child in a mainstream classroom, any of the preschool activities that they're doing with visual patterning can be modified or changed or on one day or some time you can do some auditory patterning with those as well where you know one child makes a pattern or is working on the visual pattern and then calls it out to match and then the child with cochlear implant is listening to

match that auditorily and a little game you can play there.

For older children No. lines and math problems those are all very sequence specific and can be modified to do auditory sequencing at the same time or as part of it.

A teacher can describe an order that she wants homework papers to be bundled for hand in or for supplies to be organized so I want spelling then math facts, science and fixes. Those are the order that she wants the homework papers to be handed into her. That is a very simple and quick type of an example that a classroom teacher -- a mainstream teacher can fit into her day that doesn't change her content or her timing that adds a little auditory sequence for the kids that need that.

A good time to emphasize the goals, lining up, reading groups and collecting papers. Those are lots of opportunities for sequencing. Even if it is just modeling how important it is to remember what you hear and that -- even if the child is only -- she's not doing all of the sequencing physically so the teacher says, okay, let's line

up at the door when I call your name. I need Billy, Bobby, Susie. Let's say Susie is the child who is with cochlear implant. Billy, Bobby, Susie, Claire, Jack. Susie needs to know where she comes in that order to get the right place in the line. She needs to -- she can't just respond when hers is called and run up and hope to get in the right place. So those are some examples that you can call to the attention of a mainstream teacher that is a good time for practice for this child and here is how we can help her or challenge her within these activities.

At home here are some ideas of things that parents -- games they might be able to play. Grandma's trunk is that old girl scout game I used to play. Grandma is going on a trip and she needs and you list maybe it is alphabetical you list the things that she's going to take with her. The child has to remember in order when it is their turn. They remember all the past things and then add one.

So any variation of that game is good to play any time you're waiting or in the car maybe depending on the acoustics of the car. The child sitting.

Those are fun games to suggest. Even more natural type of example would be laying out the flower beds. It is very traditional in how she arranges her flower bed and she has a particular way that the flowers might be organized.

So that might be something that your family is into doing together. Gather recipe items in order, too, and maybe they can help remember grocery list or driving directions or a partial phone number. Some other sequence that is needed.

Also inherent in this is that you're modeling the skills. The parents are modeling the skills that they use on a day-to-day basis to remember. And so for example for a phone number I'll remember the first three if you remember the last four. That is a technique that my husband and I use in the car all the time if we're talking on the phone and somebody is going to give a phone number we have to dial it and there is no pencil that is what we do. Modeling these sorts of strategies, children at home.

Again as the professional, something that they can use that works for them.

Maybe a fun little thing that a family could do is require a secret password sequence that opens a dessert cabinet or the water tap at bath time. So the child is going to have to remember these three words in order to get their cake. That's a little less natural but it certainly is a fun thing to do at home and is a great starting place and something that a particular family might get into.

Our last goal that we'll talk about will be following the conversation of others. How will we do this at the therapy table? It might be in a game like go fish or any other card game where a player has to listen to the request of the other players in order to succeed in the most matches and you want to know if somebody has already asked for some of them.

Asking what do you think is the -- is very simple kind of way to approach that goal if you're in a small group situation or if parents are in at the therapy table with you, often after I've had a discussion with a Mother or a father or a caregiver about what is going on in the last week or what they have done I'll say to the child

well, which part did you like the best? Without referring to the conversation I just had, the idea is that the child should have been attending because it was about him to begin with. So just enology out, that is the structured kind of start to expectation that the child will listen to conversations that other people are having.

Moving away from the table, your puppets can have conversations within your play activities so maybe it is a different pretend play activity that any of the others we've talked about before and an ice cream stand, hotdog, a circus audition, whatever it is that you're doing, you have multiple puppets. If the puppets talk to each other and then to the child's character and again the idea that is the child is encouraged not to just listen when spoken directly to but listen to information exchanged between others. So you can set that up a little bit away from the table with puppets or other toys if you don't have another language partner right there.

Of course ideally our sessions would be including a parent as another language partner and that is the ideal place to model for parents how they're going to achieve that the thank at home around

the dinner table.

Another idea away from the therapy table maybe you can stop at the school bake sale or the supply store and ask how much different things are costing, ask the person manning the booth, ask those questions yourself. And then the child has to shop with the information that he gained by listening to your conversation. So you're going to find out how much things cost and whether you get to take them right then or you have to wait until later and then the child will take that information and use it to do their shopping.

For the classroom, one good way to address a goal like this might be following up on daily announcements, the ones that are made over the loud speaker. Maybe there is a challenge question everyday pulled from the comments of the daily announcements so that the child again just knows that they are working towards the goal that they listen to things other than just when they're spoken to directly.

Following a weekend or a vacation perhaps having share time in the class and asking the students

which was their favorite story and why after several students have had a chance to share then asking the student who is working on that goal to comment on something that was shared by someone else.

Emphasize naturally occurring consequences for following or not following the conversation of others. For example, all students are accountable for homework corrections or corrections even if they were not the one spoken to directly. That is a natural consequence in the classroom and that is something if you're the individual service provider that might be where you encourage the teacher to go ahead and have the same expectations for that student because now we're working on this goal very hard. They can do this in a instructed situation and so let's bring them along to do this in a more natural environment as well.

At home families can share good day thoughts around the dinner table and discuss with the same child, encourage to comment and listen to stories from others. Helping parents to remember to bring the child into the circle of adult conversation by asking for comments on topic if

two adults are talking together you can say what did you think about that? Wow, I don't know what I would have done. What did you do?

Another strategy that you can model for parents would be to use sabotage with other family members to help monitor how well the child is listening when not spoken to directly. So let's see if I can come up with one on the top of my head.

If somebody has told a story and then your comment might be very obviously incorrect based on the information that they gave and your goal is to see if the child picks up and say no Mommy that is not what he said or she said they went -- they were on a boat. Not you said a car. That kind of thing. So whatever the conversation might be if you give a little sabotage with the idea that you're looking for the child to correct you.

These are just some ideas. In many cases not earth shattering ideas but things that jog your creativity a little bit to take those activities that you're doing at the table and -- phrases are integrating auditory and language goals together

and this is an extension of that to take those table activities and really integrate as much natural opportunity as you can first with modeling and then with more expectation from the child. Because that ultimate goal for the child with the cochlear implant going to be to participate in natural conversation with the range of speaker in a variety of settings. And for that to happen we really need to begin early on. Focusing on from, you know, focusing on that path from the structured activities to free and easy conversation.

Just hopping up away from the table is a good first place to start in that generalization process. Contextualizing your activity and there is a reason for doing an activity. You know, if we think about the thing I know back in the beginning stages and thinking about, you know, the auditory goal is written is identifies an object from three on the table. If you think there is really no reason for the child to pick up the stapler and then the pencil and then the other thing that is asked for, what is a good reason for him to do that? That is the first step in moving towards generalization and having the child think and contextualize your structural

activities and then move through the generalization process to more natural communication.

And then additionally assisting families and regular classroom teachers to recognize those opportunities for carryover is paramount to successful carryover.

We have come to the portion in our day or hour here where I encourage you to send me any questions that you have. I think I already have one or two. You can type those in the chat box and I will take a moment to answer those.

To give you a chance to do that I'm going to go forward to letting you know about a few upcoming events of cochlear. While I discuss that type any question or more importantly any ideas that you have that others may benefit from if you want to give us any favorite activities that are great for generalization or any strategies for parents. Please include those ideas as well.

So just to briefly tell about you upcoming online sessions. We have one more in April that sounds like a really neat program. I'm looking forward

to joining that one myself. Lessons from a first grade classroom, a teacher and parent share their experiences. Nikki Wollan, a parent, joins together with her child's teacher, Lisa Albert, to discuss their experiences together. I think that is going to be a great session. And then on May 1st we have using Baha in young children, Bone Anchored Hearing Aid. It used to be an acronym for that, so conductive hearing loss. Research and clinical consideration for early intervention professionals. So if you have questions about that technology, do join George Cire on that day May 1.

I wanted to just point you towards some of the available HOPE resources that would be relevant to today's topic. As always today's session will be archived. We're very glad to have you join us live today. But had you not been able to the session will be immediately archived and available within 24 hours or so I think and you can access those sessions any time. If you want to hear us again you can come and look for this one. Instead maybe look for some of these online seminars that would give more information if you're just getting started with auditory and more information that is available to you today

you may try getting started with all the skills, auditory skills, give it a close look. The push in and pull out session that I described is archived as our session by Nancy Skanks, speech sound for speech sound and gearing up my classroom strategies to support a student with a cochlear implant. I think that is Johnson that did that session. Available at www.cochlear.com/hope. At that same Internet address you can find our HOPE Notes. These are a set of 18 notes that really the goal is to crystallize some of the key issues frequently ask questions if you will on issues with regards to implantation so some of those that are relevant to therapy and auditory skills are listed for you there. Again you can find those at the website listed.

HOPE e-news is available if you -- for example if you had not seen that PDF I sent out to you that was a HOPE e-news letter. If you had not seen that you may want to get on the registration list by going to (audio out) and before I answer your questions I'll just let you take a look at these contact addresses. The most important for you to know today if you would like a certificate of participation please send your form, you'll find

that also in your file share pod to the left.
Send that to hopefeedback@cochlear.com and when we receive it we'll send you a certificate for today's class.

Now, let me look at a couple of questions. She asked about criteria and assessments do. I use a formal profile of therapy result and if yes how can we get it? I'm not entirely certain what you're asking Holly. I'm asking that you're asking how do I determine what goals each -- how would I determine that the goals I suggested today are appropriate for a particular child? These are just selected auditory goals. I tried to choose a range of goals for children, one child may not be working on all of those goals at the same time. I tried to choose a range of goals. There are many tools out there for assessing a child's auditory skill to begin with. One that does a nice job of integrating language and auditory skill and speech development is called the castle cottage acquisition scale for speech-language and listening. Hopefully I said all of the words there. I would be happy to send you some information about that if you will -- you can drop me an e-mail and it is there at agarber@cochlear.com. I'm not sure if I'm

getting your question right so let me know if you
have a different question and those tools will
carry you through w