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Hope Online

Ashley Garber Keep it Fresh: Ideas for Language

Development

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>> Cathy: Hello, everyone, and welcome to the Cochlear Americas hope session. We will begin in just a few moments, but while we are waiting you can go ahead and download today's handouts and they are in the lower left-hand portion of your screen titled handouts and handouts pod simply select one of the two handouts and Save To My Computer and you will be able to download these. Thank you. We will begin in just a few moments.

>> Ashley: Let me test my microphone. How is that sounding? Am I on? I understand that I'm echoing a little bit. Do we have a second to take care of that?

>> Speaker: Go to settings and click on microphone tab and make sure that the microphone device is selecting the USB -- the plugged in mic. And go ahead and hit close.

>> Ashley: How is that? Did that improve things?

>> Melissa: What was selected?

>> Ashley: Right click?

>> Melissa: What did it select?

>> Ashley: USB.

>> Melissa: Go ahead and hit close. Run up to meeting in the tool bar and wizard and getting the internal mic picked up as opposed to the device.

>> Ashley: That should have taken care of it.

>> Melissa: Much better. Excellent.

>> Ashley: Where are we? Time to start?

>> Ashley: I guess I will go ahead and begin. I wasn't sure if Cathy was going to start off, but I will -- since we are running --

>> Cathy: Just one second. I'm starting. Trying to get the recording to start. Okay, Melissa, as technical issues go, the recording will not start. If you wait one moment, everyone, we will begin. Hello and welcome to today's session by Cochlear Americas. Keep it Fresh: Ideas for Language Development with guest presenter Ashley Garber. My name is Cathy Luckoski and I'm a consultant and event moderator today. During the session over the next hour if you have questions or comments you can enter those into the Q-and-A pod that are located in the upper left-hand corner of your screen, and if you haven't done so, please download the handouts that are located in the handouts pod in the lower left-hand corner of your screen. Simply select one of the hand-outs and Save To My Computer. Hope Program in today's

presentation are examples of Cochlear Americas commitment to delivering resources that help implant recipient that achieve their best in listening. The following presentation is recorded and will be archived to the Hope resource page and you can find information on other upcoming live events and tools for listening and communication development such as Cochlear words apps for iPhone and iPads and Hope notes. It is my pleasure to introduce our presenter today who is Ashley Garber. She is a speech-language pathologist and certified auditory-verbal therapist. She owns Listening and Language Connections LLC which is a private practice in Ann Arbor, Michigan and has 15 years experience in the field at the Bill Wilkerson Center and an aide for a child in Venezuela and spent four years as speech-language pathologist at the University of Michigan cochlear implant program specializing in assessment and rehabilitation services. She has been a key part of the Hope Program since 2004 as Hope Program specialist and also as Cochlear Americas consultant and here is Ashley.

>> Ashley: Thank you, Cathy. Hopefully that's come through okay. I am very glad to be with you all finally after a few glitches this afternoon and I'm pleased to share with you my thoughts on some ideas for developing language skills for children with hearing loss and cochlear implants. So you see in front of you a

quick agenda of what we will try to accomplish over the next hour. I will start by reviewing auditory hierarchy and any of you that have joined me for the presentations before should be familiar with the hierarchy so I will quickly glance over that and then we will jump into some therapy plans for expanding context using creative ideas for expanding language development for children with hearing loss. Part of the auditory hierarchy I will focus on today is expanding situational context. If you joined me for the first in two part series we talked about keeping things fresh for auditory skills in particular and we discussed again this aspect of the hierarchy that when it comes to developing auditory skills the third parameter that Maryellen Nevins added, situational context is one that will allow us to consider auditory skills as we move them from sort of our one-on-one therapy setting out into the real world, so if you will just take a look over this with me again, remembering that the situational context that we have described for you, the first would be working on activities in a structured setting, these task are specific activities designed to practice auditory skills and, of course, we might work in a closed set before we move out to an open-set and in between there we could work in a bridge set to actually bridge between those two areas by maybe giving topics or categories that would create cognitive set for a child to listen among so that

they have some place to go working between a small set and working in the open-set, all in a structured way. From there we will move a child to working on activities or working toward goals in a routine setting. These recurring events that are associated with predictable language and then the highest level that we hope to achieve is, of course, listening and using language in naturalistic exchange. So our topic today is language development, but I do want to highlight this auditory hierarchy because, of course, as we have discussed over many sessions the idea that we would like to focus on is that we were really integrating a child's auditory development, we are using that as basis for developing language skills, and so I wanted to start with this part of our auditory hierarchy of the first two levels -- of course, let me see if I can use the pointer. There we go. First two levels auditory function moving from awareness of sound to comprehension of sound and the meaningful input level starting with sounds, words, phrases, moving up from sentences to conversation. These two areas have been -- you know, classically discussed in terms of auditory skill development but the third parameter of the situational context that we work in that allows us to think about how we might make -- move a child's skill development from the structured environment to the naturalistic environment, and I do think this really applies to our thought process as we plan our language

activities as well. For the purpose of these two sessions I separated out auditory activities and language activities really with the purpose of looking at the specific auditory goals and now specific language goals, but it was really hard task for me because all of my activities really do try to incorporate both. So the focus will be on language but always want to keep in mind auditory skill development as background. So that was a very quick review of auditory hierarchy so that we can move into thoughts about using expanded context as we plan for language development in therapy. Of course, for all of our targets regardless of, you know, auditory or language, whatever the target is, generalization of that skill that we are working toward is ultimate goal. So we want to think about that as we plan activities so that we are really working to facilitate the most natural experience for a child so that we will be working toward the best overall outcomes with that. I think, of course, individual therapy is an ideal place to work in a structured environment. That's -- you know, sort of I guess how we were trained to work one-on-one with a child, really to do structured activity, so it is a great place. We got -- we can control the environment, we can keep things quiet, we can manipulate materials to our heart's desire to really focus in and structure our listening activity, so that's a great place to start for that. Of course, on the surface we know that classrooms are

ripe with routines so that might be the very best place to work at the routine level moving up in the structure in the hierarchy of structure but if we consider carefully we can recognize that both of these environments, the therapy room as well as the classroom really do offer many opportunities for naturalistic exchanges.

Sometimes we just have to be creative with how we set things up or how we use our time in order to capitalize on those opportunities but we really can find ways to work in that naturalistic way both in a small therapy one-on-one sort of a setting as well as within the classroom. So some ideas of how to work toward naturalistic exchanges from the very beginning, sort of to push ourselves toward that as quickly as possible are to consider some different ideas for planning, and the first, of course, is not a new idea. Idea of using thematic planning. I think if we use thematic strand or classroom session that allows us to pull together different activities with common vocabulary, which as Maryellen Nevins would say, that's a way that we can provide a really nice balance between routine and novelty by using familiar materials and familiar -- the theme might be something familiar but we can add -- you know, embellish and add sort of within certain parameters of our theme to make that balance. Those theme units will allow us to as I said focus in on specific vocabulary or specific concepts, something we

can do perhaps in the classroom that might be throughout the whole week where we -- you know, classroom environment we might be focusing on seasons of the year or certain field trip might provide a theme that will allow us to bring in books, vocabulary, art at this times, all centered on this common concept and common vocabulary. Nice thing about a theme, of course, is that we can use the materials that we develop from one activity to the next, from 1 day to the next. That's sort of one of the added benefits of thinking about a theme. Ideas, of course, nothing earth-shattering with these ideas, clothing for our little one's farm, transportation, animals, all of these themes will allow us to take the vocabulary at whatever level in our group might be or specifically designed for one child that we have if we want to carry a theme over several weeks in the one-on-one therapy session we can do that. Just throwing out some ideas kind of moving from the basics that we started with, things like events, like world events like the Olympics. I wrote the election but in here on the day after the big election maybe we would say an election. We might want to take a break from that right now, who knows, but certainly school events or any sort of event that might fall into a child's environment, home environment, we can capitalize on that in the therapy session or in our classroom to expand vocabulary and create other language activities

from there. Next concept that we can apply toward our planning would be the idea of creative framework. This is something that I have touched on in sessions in the past but I would like to think of it here again. The idea that if we provide what might be called a conversational or a creative framework to an activity, we will give it context and ensure that a game or activity makes sense to the child and really allows us to create opportunities for action and communication. So what we are really doing is we are thinking about as we have pulled out an activity or a set of materials to work with, the creative framework allows us to -- you know, we want to keep in mind questions like why would the child want to play with the toys that we have pulled out? What's the purpose behind doing this activity? And then from there, how will I allow the child to play with the toys and ask the question not to be overly controlling or directive in how I operate within the session but instead think about if my job as language facilitator is to sort of structure the environment and materials around the child I need to consider in which way will their interaction with the materials afford the best outcomes? So if I want them to comment on things I might need to keep them out of their reach so -- or ask for something, keep them out of their reach so the child can't grab without asking, so those sorts of little adjustments might make to the structure, thinking in terms of how they

might be allowed to play with the toys will allow us to plan well in that area. So as we kind of get into this, I think it will become a little more clear exactly what I'm talking about by the creative framework. This sort of creative overlay that we give to an activity doesn't have to be complex. The idea of sabotage would be a creative framework. So, for example, if we are going to complete a puzzle, yes, it is -- can be a fun activity in and of itself, but sometimes when we pull something out that we think will be fun for fun sake, doesn't work out that way for the child because what we are doing is requiring them to participate in a certain way. So by adding a little story behind it, oh, no, would you look at that, someone knocked this over. Will you help me fix it? I will pick up the pieces and you tell me where they go so that you can use the activity of completing the puzzle isn't just listen, place -- listen to my vocabulary, put the piece in, listen, put it in. There's a reason for doing this. Following directions the creative framework might be oh, Jenny, I have a baby to play with but she has no clothes on. Let's put on the pink pants and the red shoes. So baby is naked, she needs to have clothes on. Giving a little story there gives child a reason to create. Here is more -- like a specific or in depth example. Perhaps we have the language target of spontaneous use of the auxiliary verb plus the auxiliary plus ing verb form. That's what we are

targeting, child expressively using that form and we have chosen as activity transportation toys use on play mat. So first question we use to ourselves will the child automatically tell us what the various vehicles are doing using the ing verb form maybe, but maybe not and why would they do that, so thinking of way that we could -- situation that we could create that would it allow that usage of tense in a natural way and creative framework there might be a traffic jam and all the cars and trucks when the child comes in to the therapy room or goes over to that activity the cars and trucks are actually in the wrong places and there's boat in the road and airplane in the river. They put them in the wrong places. Look the airplane is floating in the river, so you have established something crazy has happened, let's see what they did. Let's talk about what's wrong with all of these things, give sort of creative framework as a reason for the child to talk about that. And then, of course, putting everything back in the right place gives you a chance to use the language all over again. So by way of I guess illustrating the use of creative framework, I have a short video to show you and hopefully can do this quickly. So I will show you of a clip of little boy Mohamed doing auditory sequencing activity and show you this is just to illustrate creative framework for you.

[Movie being played.]

>> Speaker: A blankie.

>> Ashley: Before we do that. I have a problem.

>> Speaker: What?

>> Ashley: Last week I decorated my room. I put some decorations. I decorated the room but then the cleaning people took them down. I want you to help me put them back up. Will you do that?

>> Speaker: Yeah.

>> Ashley: Do you know what's really good. I took pictures of it.

>> Speaker: Yeah.

>> Ashley: I can tell you just where to put everything. I put them in the room. I think that that was a mistake because they cleaned it all up. I need help. Try to remember and work on sequencing and exactly in the order. So start with three. I think he will probably do that.

>> Speaker: I will help you decorate it.

>> Ashley: Thank you. I was hoping you would say you would. So here is what I did.

>> Speaker: People took away my decorating. Okay?

>> Ashley: What I will tell them, I will say please don't take it away. That's what I will tell them.

>> Speaker: They are yours.

>> Ashley: Yes. It was just a mistake. I took pictures on my iPad. Let me see how find them again. Here

they are.

I stopped that because the rest of the activity goes into the auditory portion of that but I did want to -- it was a good quick little illustration of what I mean by creative framework. As you could see there, Mohamed was quite distressed on my behalf that anyone would take down my decorations and actually had a good reason for that. That was a new office space and room had nothing on the walls except for until, you know, each time that he came in, second or third time we used to space so the idea that I might have put something up as decoration was very natural and he was very distressed that someone would have taken down my things and I think it gave us a really nice transition into moving into a very structured auditory type activity where he was then required to listen to a list of several objects to put up on to the walls. So hopefully that sort of clarified for you the idea of creative framework, just giving a child a reason that he might be interested in doing what he wants to do because often we can be quite directive in that way, can't we? So another layer to consider as we plan is idea of schemata. And this is if you're familiar with this term as literacy concept from J.D.

McNeil -- quote comes from J.D. McNeil's text.

Readers concepts, beliefs, expectations, processes.

Printed word evokes the reader experiences and past

and potential relationships. Transferring the idea from the literacy realm into the therapy room is just the idea we are talking about world knowledge. Really the essence of a situation so that when we -- when we come across a particular event and someone mentions a certain event or activity or thing we immediately bring to mind everything that we know about that situation or that experience. So all the people or the objects that would be present, the communication patterns that we would use, vocabulary that is involved, tone of voice that we would use and manners and how we would participate in such an experience. So, for example, if a speaker said let's go shopping, immediately we all bring to mind a different -- our different -- own personal experiences of shopping but using that phrase they might be similar to the degree that maybe we have all thought about a quick trip to the mall, got credit cards handy, we are going to go -- maybe we have a certain idea of something that we want and looking for that or sometimes shopping means we go to look and hopefully find something that we like. Maybe if our personal experience is more mundane, we think grocery shopping and so we bring to mind everything that's involved in grocery shopping. Vote capillary that's involved. Cart, checkout line, produce section, dairy, bakery, deli, those sorts of things. Bring to mind vocabulary and everything that's involved in that

situation. By contrast if speaker says let's stop by the yard sale, then we have a whole different set of expectations for what to -- what we will see there, who will be there, how we will behave, what language is involved. So we can kind sort of again transfer the idea that these are things that we come across in reading just to the idea that it is something that happens everyday and the experiences that we have bring a totality to our expectations. So regarding language if we think of particular situations or experiences that call for particular language structures, then we have kind of identified go to activities for these particular patterns. So, for example, if I think about the fact that when I order something -- when I'm ordering something on the phone or ordering something -- maybe ordering pizza, there's a certain type of language structure that I'm going to use, going to be descriptive about what I want to give clarity to what I'm asking for. I might use the question cochlear implant have repeatedly throughout that order if I'm ordering food on the phone or whatever. So thinking about those sorts of experiences, now we have immediately if we know a particular child we want to work on can questions, then might say oh, this experience is place where we use that and plan pretend activity in therapy session to practice that. Really nice byproduct not by accident, pragmatic language becomes integral part of each activity that you plan

because of the cultural expectation for a certain greetings, manners, vocabulary that's expected in each situation. So that's sort of a nice benefit that we get by planning through the use of schemata. So to plan this way you might think about beginning with the target and then thinking of a life situation that requires the use of that structure or at least offers multiple opportunities for using it, and then approach those as pretend play activities. Maybe you use props to do that or not, just depending, and then you address your specific language targets within that natural context. So an example, and I kind of flip-flopped it from the way I just told you to do it, but an example of what I mean by a specific situation or life experience, the idea of a newscaster or a sports play-by-play announcer. These -- this job requires use of particular forms. Often -- always action words will come into play for a sportscaster or sports announcer and use will be in present tense, maybe the past depending how they are -- they are -- what they are talking about. So, for example, he lines up, he shoots, he scores. That's play-by-play. Present tense verbs will be used in that situation. Also for an announcer or newscaster they need to distill ideas down to the main ideas so that -- if that's your language target that we want -- asking the child to focus in on the main idea of something, then activity involving their responsibility as newscaster could

be something that would give you natural way to do that. So back to our cars that are in the strange places, perhaps a local TV crew comes in to report on those strange things, this just in, the boats are now blocking the highway. So in that situation the present tense is very naturally used. So now that we have kind of an overlay of several sort of concepts planning with themes, planning through schemata and using creative framework, we can take our language activities going goal by goal, and to write these goals I just chose some specific goals as written in the CASLLS Fifth Edition. Hopefully you're familiar with the Cottage Acquisition Scales for Listening, Language & Speech, and that is what I used my goal wording and use of possessive pronoun, goal in pronoun and preposition section 24 to 30 months and (no audio)

>> Cathy: Just one moment, everyone. Looks as though Ashley might have lost her connection. We will get her connected back in in just a few moments.

Thank you.

>> Ashley: How is that? Am I back? Sorry about that. In the commotion earlier my -- I came disconnected from my power source and my battery died. So I'm back. I hope that you have -- been reflecting on using possessive pronouns in the last few minutes. We were thinking here about particular situations that might call for the use of possessive pronouns. So, for example,

anything that would require sorting things between two people or would groups, so maybe sorting laundry, packing for a trip dividing treats. We had a swap of Halloween candy and discussions over whose was whose and, of course, these possessive pronouns were in high demand at that time. So thinking about this, if you give a little bit of thought here, consider that these possessive pronouns, mine and your when arranging things and dividing things, it is for two people who are present. Third person pronouns that are more likely to show up between 42 and 48 months are those that are used with subjects and persons that aren't present and, for example, that's his shirt. Giving extra thought to what's happening in a situation for us to naturally use the pronouns that we are targeting. Maybe going to set up a tea party in small group session or therapy table, problems you would have dishes, snack items, one each for everyone in the group and script might be something like therapist says this is my cup, this is your cup, this is your cup around the group. And then mom has a turn, if you are Luckoski to have a parent in the session. Here is my spoon, here is your spoon, here is your spoon, and child's turn with the repeated models target would be that she would use the possessive pronouns that went and passed out the plates to each of the participants. Very simple common sort of therapy activity using the idea that we are going to script and

use turn-taking as a model for the use of that pronoun. The next goal, what is -- what is noun phrase doing? This comes from the question section on the CASLLS 24 to 30 months and looking for something like what mommy -- what is mommy doing with maybe or maybe not developed at this point, really looking for this question form here and considering this structure if you want to think about it a little bit more carefully to ask this type of a question, child has to be curious about something. I think we often when planning -- we have lots of things that are readily available for child to see and touch and play with but there has to be some curiosity involved for a child to naturally want to ask a question like what is somebody doing. So, for example, on the telephone you can't see what's happening on the other end, so might be common for a child to ask what is mommy doing? From outside the bathroom what you doing in there? These are the types of situations where these questions would come into play. So structured play we want to hide the subject or the things that we are going to be talking about. Or we could consider that we need to have different objects or subjects to talk about or different actions in order to be able to practice the structure repeatedly. So on the telephone what's mommy doing, what's mommy doing now so the question form is repeated because action perhaps -- mommy is doing

silly things and we want to find out what she is doing each time. So here is specific activity therapy, idea for you, or a few things. Maybe we arrange different toys and different scenarios that we are going to discover throughout the session. So, for example,, you know, maybe it is your little shtick that you have an elephant that is hiding or sitting in a different place in your therapy room each time. So let's see. What is elephant doing today? No, he is sitting on my computer. So there's that question form what elephant doing today. What noun phrase doing? And telephone talk what's so funny? What's mommy doing now? So maybe there's some sort of -- you have a pretend play activity where you use phones and you describe what's going on, the Viewmaster would be a great toy to pull out to attack this goal and binoculars. That's one of the favorite therapy props. Maybe you could put tiny little pictures on the ceiling and then the question what's Mickey doing up there? I will look. Do you want to know what any of the other character are doing so that the child has to ask what each thing is doing and then report and then, of course, you will give them a turn to use the binoculars as well. Next goal. Present progressive. This comes using -- present progressive comes in about 36 to 32 months under the tense negation section. Verbs are is, are and am and verb ing and we think situations that might naturally call

for the structure, might come up with the idea that it is used for describing current actions and I think particularly when the listener or the speaker can't see what is happening. So if the child can't see, then -- sorry, if the listener can't see what's happening, then the speaker has to describe or would naturally describe using that *ing* form. I think we often expect that children -- we pull out photographs to describe when we want children to use the past tense but really it is more typical for us to use the present tense, *ing* form of the verb and forcing them to use the present progressive. Look, here you are, you're riding the merry-go-round in this picture. I think in a Viewmaster child much more likely to say Dora is carrying backpack than Dora carried back bag and don't want to make the mistake naturally described using the present. So let's pull it out to target the present tense verb. So here is idea of the television reporter. Auditory goal here might be listening to a short story and identifying a picture. And that is laid -- you know, underway for the language goal of using *ing* form of verb and props cut out with picture cards and this just in, a bear is running wild on the mountain. He is eating everybody's food. He is wiping his paws on a napkin. Finally he is leaving. Back to you, Frank. The child repeats the model using a new story or new set of pictures so that he has -- he or she has a turn to use action verbs. Next goal using

direct object plus relative clauses. Noun, noun modifier clauses, four and a half years that the age range we are talking about, language age I should say and example here given I like the ball that's red and white striped. Says thinking about when we use relative clauses plus direct object, might use that to describe or to describe in a way that specifies a particular thing. So the therapy idea that I have for you here is what I call scene of the crime. That's my trademarked activity for using the guess who game. I turn it into a little activity where the -- you use the pieces and maybe a police batch or police hat and you hide a little bag of paper -- paper money and auditory goal you could work on simultaneously is identifying an object based on series of descriptors, so in this game one player is officer, one player is witness and that player hides money under a character who has stolen the money while, of course, the officer is not looking, so then the witness says officer, help, someone stole my money and then has to describe that the thief using the relative clause form. It was someone who has a mustache. It was a man who has brown eyes. It was a man who wore a hat so the descriptive statements would use the relative clause to be very specific. And I have for you a video clip again of Mohamed. So I'm going to try my hand at skipping ahead on this one in the interest of time. Okay.

>> Speaker: Come on.

>> Ashley: We don't need you yet. Still listening but hear the sentence phrase to start to use them himself. He hears that.

>> Speaker: Come on, policeman, somebody stole the money. Help, help. What happened?

>> Ashley: What would the policeman say to the money whose money got stolen.

>> Speaker: My money got stolen. Took it from me.

>> Speaker: Can you tell me?

>> Speaker: Yes, it was a man who had long hair. Man who had blue eyes. Man who had a mustache. Man whose hair was red.

>> Speaker: What? Did you say red?

>> Speaker: Maybe orange.

>> Speaker: You found him. (applause)

>> Speaker: Very good.

>> Speaker: Put him in jail.

>> Speaker: Put him in jail.

>> Ashley: Get him in jail.

>> Speaker: Bad boy.

>> Ashley: So this time you get to be the person whose money was stolen. Who will be the policeman? Me or mom? Who's the policeman -- police woman?

>> Speaker: You.

>> Ashley: I will be the policeman. You set the scene.

>> Speaker: Help, help.

>> Ashley: What seems to be the problem? Yes, young

man what happened here?

>> Speaker: Someone took the money.

>> Ashley: Did you see who it was? Can you tell me what they looked like?

>> Speaker: Yeah, white hair and brown eyes.

>> Ashley: Let me think. Someone who had brown hair. What else?

>> Speaker: White hair.

>> Ashley: Someone who had white hair.

>> Speaker: And had brown eyes.

>> Ashley: Someone who had brown eyes?

>> Speaker: And red mouth.

>> Ashley: Someone white hair and who had brown eyes and red lips?

>> Speaker: Yeah.

>> Speaker: Was it a woman?

>> Speaker: A woman.

>> Ashley: Let me -- I will check all of these people around here. Nobody move. Looking for someone who has -- a woman who has white hair, brown eyes and red lips. Ma'am, was it you? Yes, it was, you got me, officer.

Okay. So I think that's a super fun activity. Hopefully you observed there both the auditory turn and then the opportunity for the child to use the language goal. So mom modeled the language goal several times on the

child's listening turn and had an opportunity to try it. Didn't get it today but again in the auditory-verbal therapy session I have given mom some tools to -- the language structure to practice and that's something that she will work on in the days following. Next language goal is the use of because in clauses under the coordination nominals and adverbial section at language age four to four and a half years. So let's think about how we use that structure. We would use it in order to make a connection between two ideas, so, for example, two self-generated ideas I'm going to the store because I need milk or as starter in which we respond to a question. So why are you going to the store? Because I need milk. So we -- both of those natural uses. The first is that coordination of clauses but it is also again very naturally used as starter to answer of a question. Regardless this requires thinking activity to develop that concept fully. So we really need to come up with activity that requires child to think about something rather than just repeat a modeled sentence. So idea that you might use would be to make your own memory game. So using any memory game you lay out the set of cards that does not have matches. Laying them out just as you would in a typical memory game and players have to determine if two particular cards would go together based on particular characteristics and give the reason that they have for

that. So, for example, I got a moon and cookie. I think they go together because they are both round. So the activity really requires child to think about something, which is -- then describe their reasonings behind it, which is why we use the phrase -- use the connector because. I do have a video here. A little unsure whether I could go ahead with it given our time. I think I will and then unless somebody alerts me differently, I will go ahead and do that and we will see how it goes. We won't watch the whole video. It is five minutes long.

[Movie being played.]

>> Ashley: We will put all the pictures on the table face down and we will play matching but there are no two pictures that are exactly alike.

>> Speaker: Pick two pieces to find out, you got different, you put it back.

>> Ashley: Except in this game of matching you get to decide if the two pictures go together. Not because they look alike but maybe they are both animals or maybe they are both toys or maybe they are both pink. You get to decide if you think they go together you keep them but have to tell everybody else why they go together. Why you decided to keep them. Okay? So for this game because -- we will go first over some thinking to do why the things could go together. So

meticulous here. Look at you. Maybe they don't go together. Mom and I will both go before you so you get an idea how the game works and each person's turn, we get to turn over two and say why the pictures go together, if they go together. I have a moon and wall.

>> Speaker: Ought approximate there, you close it and think the moon.

>> Ashley: Only one moon in all of it. Not going to be another moon so not looking for another moon. Trying to decide if maybe these two could go together because they are both round. The moon is round. Sometimes the ball is round.

>> Speaker: Go together and play.

>> Ashley: You don't think they go together because one is nighttime and one plays? I think they are both round on the side. I will keep them. Both go together because they are round on the side. See?

>> Speaker: Think they go together? I don't think so.

>> Speaker: Don't have an animal.

>> Speaker: Don't have any other animals and don't have any other vehicles. What do you think?

>> Speaker: I think --

>> Speaker: I think what?

>> Speaker: Circle around --

>> Ashley: You know what? Yes. They both have eyes. They go together because they both have some round circles and they both have eyes. I got a jumping

Jack I think you called this toy.

Going to fast forward if I can.

I will keep them both because they are both transferred.

>> Speaker: Don't put it outside of your house.

>> Speaker: Don't go together. What do you think?

>> Speaker: I got animal.

>> Speaker: Why are you keeping them?

>> Speaker: Because. I got animal and they are the same --

>> Speaker: They are both animals.

>> Ashley: Mom, why is keeping them?

>> Speaker: Both animals.

>> Ashley: Why are you keeping them?

>> Speaker: Both animals. Might be one to do -- I apologize for the scoot in the middle but I wanted to get to the good stuff and through multiple repetitions and multiple practices with that activity. Ila was able to come up with the because at least used as starter to a phrase when she was prompted with some good auditory strategies there. You might have noticed I didn't do that activity auditory only to start or auditory first to start because it was new and she obviously was not buying the game at the beginning. She really wanted to play it the traditional way. Later on we would probably do that where we name the objects without

turning them over visually for the other player to see but on this day we didn't do that, but she did use some nice auditory-verbal strategies where mom was the model of how to answer the question using the structure we were looking for. I think this is our last goal here. Uses not as something as something. So under the nouns, noun modifiers and relative clauses, section of the CASLLS, language six to eight years, using the structure, as cool as cucumber, shows up in figurative language, of course, and to describe something by comparing. So comparing two things or comparing one thing to a group which requires quite a bit of facility with adjectives, so another -- something that would be embedded there as use of adjectives to the structure. So idea. Maybe you have an interior design team or fashion design team, so maybe the props are magazine cutouts, craft supplies, maybe nothing. Draw. Might design a dress or costumer or a house with certain features combined with those from those in magazine pictures, so you're going to compare in that way. Let's make the skirt as long as this one but as ruffly as the black one. Will you draw a deck that should say as low as that wooden one? So again, using the structure to compare two things and that's -- needs to be embedded into the activity that you do. Just downloaded the new Toca Boca app called Toca Tailor and it is nice fun iPad version of exactly this type of activity or design activity

and you can use it to address a goal like this one. It is super fun app if you want to take a look at that. That does bring me to the summary of today's presentation. Just wanting to impart to you the idea that true conversational competence does require a generalization of auditory and language skills from structured environment to natural settings, so as quickly as we can make activities natural and meaningful for children the faster we will get them to that naturalistic use of language in real world situations, and with creative planning teachers and therapists can facilitate the transition right in the classroom. At this point I think I will turn things back over to Cathy with upcoming events and if any of you have questions, please let me know in the chat box, Q-and-A box.

>> Cathy: Excellent. Thank you, Ashley. Looking for questions to be typed into the Q-and-A box, I want to remind all of you there are additional Hope Online events planned for this year and march of next year and find all of these events and register for them currently at the Hope web page at cochlearamericas.com and these next two events on November 29th and December 5th, I think you might truly enjoy they are being given by individuals in the profession of cochlear implants from leading medical centers, Dr. Nancy Young and Dr. Beth Tournis from the Children's Memorial Hospital on November 29th and Susan Bashinski on December 5th.

If as you think about the presentation today or you think about other Hope resources that we have available and you have questions, you can contact Ashley directly at agarber@cochlear.com or contact us at hope@cochlear.com and you can receive credit from the AudiologyOnline website and we can provide certificate of participation to everyone that's attended today, simply complete the Hope feedback form in the handouts pod and send to hopefeedback@cochlear.com and thank you all for attending. Ashley, did you have anything else that you wanted to add?

>> Ashley: Answer to the one question that has come in and it is from James, asked about the name of the app and that's called -- the app itself is called Toca Tailor and from Toca Boca, they have a fantastic sweep for fun apps for kids. Toca Tailor is new one. Someone raised their hand and I don't know if it is an accident and I don't know if there's a specific question and feel free to e-mail me directly. That's all I had. So thank you for joining me today.

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