

Catherine Creamer, M.Ed., LSLS Cert. AVEEd.
3:00 pm – 4:30 pm, Vaquero Ballroom, Room E1, E2

Getting Started with Listening and Spoken Language

Presentation Description: Do you have questions about developing listening and spoken language skills with little ones? Once started, how to move forward quickly to develop goals and accelerate progress? What to do if you aren't seeing progress? This presentation will focus on a diagnostic approach to teaching babies and young children that will help you to develop techniques and strategies to identify the skills children have and where to go next. Using video tapes, you will identify skills, look at next steps and discuss activities to support building LSL skills.

Jodee S. Crace, Deaf Mentor National Trainer
10:00 am – 12:00 pm, Vaquero Ballroom, Room F1, F2

It all Matters for the Babies: Infant Mental Health Basics

Presentation Description: Infant well being is dependable on healthy and nurturing parenting skills. Parents are the primary caregivers who foster mental, emotional and social development so that the 0-3 years old infant/young toddler can master the challenges of life events, including their identities. In this presentation, the basics of Infant Mental Health will be outlined and how interdisciplinary providers can promote this important part of Early Education and Support with the parents (and families).

Teresa H. Caraway, PhD, CCC-SLP, LSLS Cert. AVT
1:15 pm – 2:45 pm, Arizona Ballroom, Room V

Listening and Spoken Language: Serve and Return Strategies for Itty Bittys

Presentation Description: "One of the most essential experiences in shaping the architecture of the developing brain is "serve and return" interaction between children and significant adults in their lives (The Center for the Developing Child, Harvard University). Young children with typical hearing naturally reach out for interaction through babbling, facial expressions, and gestures, and adults respond with the same kind of vocalizing and gesturing back at them. This back-and-forth process is fundamental to the wiring of the brain, especially in the earliest years.

Early Interventionists recognize the importance of “serve and return” interactions for young children who are Deaf or Hard of Hearing. As professionals we are trained to always expect a response from the child through implementing specific strategies and techniques. This presentation will discuss and demonstrate how to utilize auditory based strategies in a hierarchical sequence, how to modify quickly to engage a child in the “serve and return” process, and how to guide and coach families to provide this essential experience for young children with hearing loss. Participants will analyze and apply auditory based strategies relative to the child’s developmental level in order to continually engage a child in the critical process of “serve and return” to shape the architecture of the developing brain for listening and spoken language as the building blocks towards literacy.

- *Explain how auditory based strategies and techniques are critical to facilitate “serve and return” interactions between children who are deaf or hard of hearing and the significant adults in their lives that is critical in shaping the architecture of the developing brain.*
- *Describe how auditory based techniques and strategies can be used in a hierarchical sequence within a session to determine and modify the child’s ability to ask and answer questions.*
- *Describe how combinations of auditory-verbal strategies can be utilized to determine, modify and extend a child’s conversational skills.*

Dinah Beams, MA, CED

1:15 pm – 2:45 pm, Vaquero Ballroom, Room F1, F2

Using Language Environment Analysis (LENA): Special Populations

Presentation Objective: Participants will be able to describe the advantages of the new format for LeNA and how it might be utilized to support outcomes for children and families in their state.

Presentation Description: This presentation will describe a new platform for LeNA that has been piloted in the state of Colorado with some of the children in the Colorado Home Intervention Program (CHIP). The structure and outcomes of the pilot will be shared, as well as the analysis of the data gathered from this pilot. Particular focus will be given to the benefits of this new format and the possible applications for other programs in other states.

Tanni Anthony

3:00 – 4:30 pm, Arizona Ballroom, Room E1, E2

Want to Play? Methods for Engagement and Learning for Young Children with Deaf-Blindness

Presentation Description: All children learn through play. Play supports cognitive, motor, communication, social-emotional, and motor development. All children benefit from opportunities for joyful self-discovery. This session will review key early stages and tenets of play, as well as specific adaptations that will assist both spontaneous and designed play scenarios for the young child with combined vision and hearing loss.

Stacy Abrams, Paula Pittman, Jodee Crace

3:00 pm – 4:30 pm, Vaquero Ballroom, Room F1, F2

Baby Steps: Early Language Development in ASL

Presentation Description: In this presentation we will examine the baby steps of early ASL development in infants and toddlers, providing guidelines for behaviors to watch for as a little one begins to develop early ASL skills. We will review a couple of common ASL checklists used in the profession today and will provide examples of infant ASL language development.