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~~Live Captioner standing by...

>> Good afternoon everyone, this is Terry Foust, one of our hosts for today's webinar and I am just seeing that people are joining here rapidly in the next five minutes we have, we'll be starting in just about five minutes. I did want to make one correction. Our closed captioning will be visible to everyone so there won't be any need for anyone to make any adjustments to your screen. Those of you that I had mistakenly told to look for the CC button at the top of your screen, it is not there. And again, captions will be visible to everyone by default. That's a change that we've made for today's presentation.

And again, for those of you that have just joined us and are waiting for the webinar to begin, just a couple reminders. Today's webinar is going to be recorded and will be posted on [infanthearing.org](http://infanthearing.org) in the next couple of days. If anything disrupts your full participation today just know that that webinar will be available for you and can also be shared with anyone that could also benefit from today's information.

If you do need to step away during today's presentations, do not use the function that tells us you're doing so. It will cause a distraction for the presenter on their screen so we would appreciate if you didn't use that function during today's webinar. And with that, we'll be starting in just about three minutes. We will join you again then.

>> Good afternoon and welcome, everyone!

My name is Terry Foust and on behalf of the Early Hearing

Detection and Intervention national particular resource center, or EHDI NT RC at Utah State University I would like to welcome you to today's webinar entitled building 3-D relationships in a 2-D world and really appreciate your interest and attendance today. Before we get started, we'd like to just remind everyone that this session will be recorded so it will be available if you need it and to refer back to it and also so that you can share it with those that could benefit from this information. So we'll begin recording.

And then if you need -- excuse me. Just a reminder again for those of you that have just joined, just a reminder, please do not select full screen mode as that can actually reduce what you see of today's presentation. And then if you need to step away, please do so but don't use the function for that that tells us you are stepping away because that can cause a distraction on our presenter's screen. After our presenters have completed their presentation, we will open up a questions box so that you can type your question in for the presenters to respond to. So during the presentation, go ahead and jot down any questions that you have as you listen to our presenters. So with that, again, welcome, and let me introduce Cass Fogelstrom and Elizabeth Parker, both here at Utah State University and who will tell you a little bit about themselves. We'll start with Cassandra.

>> Thank you so much, Terry!

I really want to say good morning to the West Coast, afternoon to the middle of our country and the East of our country, and maybe good evening to the other side of the world who might be joining us. We want to welcome you to a really fun learning event at NCHAM, we're really grateful -- for inviting us to talk with you all about a topic that's actually really important to us. So we are going to do some quick introductions and then we'll talk to you about what the topic is about. My name is Cass Fogelstrom. I am a teacher of the Deaf, certified auditory verbal educator, and the teleintervention specialist at Utah State University. I currently provide remote auditory verbal therapy to families around the United States, working with newborns up to about 8 years old.

I teach and mentor graduate students during their teletherapy practicum when the students are in our listening and spoken language Master's program. And I am also a mentor for professionals around the country who are pursuing their listening and spoken language specialist certificate. That's enough about me. I want to let my co-presenter, Liz Parker, introduce herself.

>> Liz: Hello, everyone!

My name is Liz Parker. I feel like I know everybody, but I don't recognize a lot of the names in this group, so I'm happy to know you and introduce myself. I also work for Utah State University in the graduate training program. My job is to supervise the practicum experiences for our graduate students in Deaf education. That would be student teaching and all of their other practicum experiences. And I also supervise students in the endorsement program. The endorsement program is something that we offer to working professionals, people who are already out in the field, usually SLPs or special educators, who are working with children with hearing loss and want to gain more knowledge in listening and spoken language strategies. In my former life, I was a teacher, and then an administrator at the Utah School for the Deaf, and I tried retirement and it didn't take, so now I have been in this position. I love every minute of what I'm doing. I'm a real people person. I love meeting new people and I love learning about their lives and different cultures. So Cass, I know you used to be a classroom teacher. How did you transition to this online thing?

>> Cassandra: And I think I got most of what you are saying. You're kind of cutting out a little bit, but I'm pretty sure you're asking about, yeah, the fact that I did, I switched. I went from classroom to online. I was in the classroom for about seven years when I decided really what it's coming down to is I needed to get into more parent coaching and involvement. I left a school district. I worked for an amazing option school and I was given that chance to use virtual learning for families -- sick or it was snowing or we couldn't drive or for any reason we couldn't be there in person, but the more I did those virtual sessions, the more I was seeing those families take control. I was seeing them build confidence in their own abilities instead of taking what they -- well and with all of that, the children were flourishing and that's when I decided to make the switch to teletherapy full-time a couple years ago. and Liz, what made you switch?

>> Liz: As I mentioned, I supervised grad students in their practicum and every student I see, either grad student or endorsement student, I have been observing online. So I actually work out of my home in salt lake city. I started doing this in 2012 so it's been almost 10 years. Zoom was just a baby and Skype was the grand Daddy of video conferencing. So some of our grad students do their practicum on campus at USU in Logan, Utah, but

many of our grad students and all of our endorsement students do their practicum in settings across the country.

So that's where online mentoring and supervision started for me. I meet with students each week and observe them working with kids in their classrooms or therapy rooms. And with my camera and microphone off, I can just sort of be the iPad on the shelf. And other times I join the activities with the kids. But all of this depends on the student's comfort level having me observe in their space. And that's why we really want to talk about relationship building.

>> Cass: So I'm also just seeing on the chat that some of us are cutting out. Terry and/or Daniel, let us know if we need to call in. So the basic what we need to talk about today and that's what our presentation is about is on building relationships. We all know how to build relationships, but it's really difficult when we're building relationships using a virtual platform.

So we have done this presentation before. We did it at EHD. We've done it at hear to learn. But we are changing a few things because we started this when COVID was brand new and everybody was right learning how to do virtual. Now we have been a year and a half into it and there's still a lot of things that are conversation pieces, that people are saying "I'm still not sure how to build a relationship. I'm not just -- I'm not quite sure how to do this." So that's why we want to continue this conversation. And Daniel or Terry, keep telling me if our audio is doing good. So far so good, okay. So here are our expectations for our webinar today. We want you to be present. We really want you to listen and just think about how this applies to your life and/or career, because this is going to be a different type of presentation. I am not expecting you to have your pen and pencil and paper out. I'm actually expecting you guys to put those down and think about how this is going to relate to your life. It can be with a student, a family, a colleague, a neighbor even, you can use this, but I want you guys to actually just chill for a moment and listen to us. 100% this is not a PowerPoint that you are going to be able to print and then like put in your notebook and remember everything that was talked about because we are going to be talking about a lot of different things that aren't on the PowerPoint. So I want you guys to just -- just think and listen. This is going to be semi-interactive, which means I'm going to ask you questions. I want you to answer them. I want you to think about them. I want you to plan for their discussion surrounding those questions. We cannot see you. We cannot read

your lips. We cannot see you nodding or shaking your head, so for the entire presentation, we will be expecting you to be answering those questions and planning how you'll use this information, but that's on you. So I'm going to ask everyone right now to nod their heads that they're getting it.

And again, because I can't see you, you're doing really great or not great at following directions, but we're all individuals, so I respect you all for your learning styles. Let's go to the next one. Oh, no, we are going to stay here for a second. Again, don't look at the PowerPoint, just listen. Our presentation for you today goes along the lines of the 2021 trend, which is telehealth. And so we want you to really be present thinking about these -- I want you to write down your questions, thoughts and ideas so we can continue this conversation because we can't do it all right now. Many of you were forced into doing telepractices. Many of you have been doing it for a while. Many of you were forced into it and then said, OMG, I totally love this I never want to go back. Some of you have been forced into it and are going, please, please just get me back in person, that's all I want. Liz and I are among the few that chose to do telejobs before COVID hit and we were at the minority at that point. So before 2020 we were hearing a lot of reasons why people preferred in-person versus virtual. And a year and a half later we're still hearing those same things. So what we're hearing is: You can't build relationships if you're not in person. Rapport just isn't the same. I don't know how to build trust without face-to-face communication. Those are very common things that we continue hearing about, so we wanted to -- we wanted to have a discussion about that. We wanted to delve more into how we can build those same types of relationships over a virtual platform.

I wanted to look into what relationship means and 100% I used to roll my eyes when professors used definitions at the beginning of a presentation, because I thought that was like a total cop out since they didn't have -- you don't have to do much to just put a definition on. So to all my former professors out there, I totally apologize because I'm about to do that right now, because I wanted to add this because there are keywords that came up in multiple definitions that I looked up that were all so similar and I wanted you all to put them in your brain. I wanted you to think about them. The first one from Oxford dictionary defines relationship as the way in which two or more people are connected on the right state of being connected. The way in which two or more people regard and

behave towards each other. An emotional association between two or more people.

Miriam Webster defines relationship as connecting or binding participants. Collins dictionary defines relationship as a close connection between two or more people. The relations of two or more people by the way in which they feel and behave toward each other. And dictionary.com defines it as an emotional or other connection between people.

So I want you to kind of take a look at that and find your keywords. What are we seeing in all of these different definitions?

What I found was connectedness, two or more people, emotions, associations, and behavior.

So I want, for the rest of this presentation, I want you to think of those five things: Connectedness, two or more people, emotions, associations, and behavior.

I want you to be thinking of that during the rest of what Liz and I are going to be talking about because that's what's building a relationship and we can use all of those into any scenario that we can think of. So Liz, I'm going to have you take over for the next second or the next slide.

>> Liz: Right. So thank you for that. I mean, I love talking about relationships. You know, I don't know whether I'm a kind of a history geek, but I love thinking about our ancestors and throughout history, but when you realize that it doesn't matter if we are parents or students or children or old people or whatever we are, human beings are social animals. We live in packs. Our species has survived because of our ability to make connections with others. So there's that word again, connectivity. We learn from each other, we help each other, and we work together. And we are together physically, emotionally and mentally. In other words, we human beings have survived because we have got each other's backs. When the pandemic hit and we had to move into this virtual platform, we were taking away people's relationships. We were taking away that ability to be connected. However, we all agree that we're very lucky that we can still get together on things like Zoom. So moving to this virtual platform, but here was my dilemma, because I was supervising students, as I said. So they are in the classroom learning how to become a great teacher of the Deaf, and they are in a classroom with a cooperating teacher who is already an awesome teacher of the Deaf. I mean, cooperating teachers are wonderful people. They are teachers of children, but they're also

willing to mentor future teachers. So now the pandemic forces them to move out of their classroom, out of their comfort zone, and on to Zoom where they now have to teach children on Zoom in all of those various forms and how that looks, but while they're learning how to navigate this new situation, they're supposed to be mentoring and teaching a University student how to do this at the same time. It's crazy.

And then think about parents. Parents suddenly had to become homeschool teachers and it was like, okay, ready or not, here you go!

There was no training. There's no guide book. There's no here's how you do this. Boy, we've seen a lot of variations. When we find out that some children are joining on their mom's phone, but big brother and big sister have to use the iPad for their homework and parents are frazzled, it's been crazy. So building relationships probably has never been as important as it is right now. And thankfully, we do have the virtual platform to do that. So Casses, turning it back over to you.

>> Cass: Thank you. Well, you forgot the big keyword that we were going to use.

>> Liz: Oh, right. I did!

I did!

And here was my great line, that's right. What did I write?

The classroom teachers had to pivot and teach all of a sudden on Zoom and then the student teachers had to learn from a cooperating teacher who was pivoting as well. So I forgot about our great slide about pivot.

If any of you are Friends fans, you'll catch this.

>> Because it's so true. If you're not a Friends fan, if you didn't watch that episode, you will note I know everyone has had to pivot. We've had to change things. So anyway, we now have to just get into let's talk about why this is hard. This is -- it is a problem. So we have to recognize that building relationships virtually is more difficult than building a relationship in person. We have to recognize that. So we have talked to a lot of people. We've talked to parents, we've talked to students, we've talked to teachers, we've talked to a lot of people who, like even just people outside of the Deaf ed world who have been trying to build relationships on Zoom, and we realize how hard it is. And so we want to talk about a few things that are hard. We'll start with the obvious. Technology. Technology mishaps and troubleshooting is hard. It can absolutely affect your

relationship building and the one thing that really gets me is especially during a first session or a first meeting. I just want you to imagine, and again, I'm going to have you close your eyes and I want you to just think. A parent is crying and telling you about their new hearing loss diagnosis and how scared they are. They don't know what to do. They don't know the plan. And they're asking you for advice. And your internet's going in and out, like it sounds like ours did at the beginning. You are going in and out and you're saying "oh, gosh, you just froze. Can you tell me that one more time?"

Can you -- wait, oh gosh, I feel like I know what you are saying, but I missed a lot of those words, so what did the audiologist say?

Wait. What?

"I mean, that is going to affect your relationship. It's going to affect your rapport. So technology is one of those things that we have got to work with, we have to figure out how to make sure that it is a clear connection, which we will always be working on, but you can only imagine how hard that would be if that technology is going out. So that's one big thing.

The other thing that we hear a lot is on Zoom, on a virtual platform, you miss out on body language and social cues. So when we are in person, we read the entire body. And most of us, you know, are good at reading that. But when we're there in person, we are not just looking at eye contact. And when you're on Zoom, that's all you get, because we're just our heads are seeing each other. Eye contact is all we get. But guess what. Who's -- like I'm looking at you over here, but my camera's over here and then we have got multiple people. Is that eye contact?

Where is that eye contact?

The other thing that's happening is that we don't know what's happening besides their faces. Are they twiddling their thumbs?

Are they fidgeting?

Are their arms crossed?

Are they shaking?

Are they leaning away?

Are they looking at their phones?

I know a lot of you guys have been looking at your phones while also still trying to look at me too. Like that happens. We can't read that virtually. So that's another skill that is something that we need to address. And we'll talk about that. And the last thing that

was a big concern that we heard from lots of colleagues was that your first meeting changed from when you went in person versus virtual. Instead of just getting to know each other, we talked too much about technology. We talked too much about, okay, so now I need you to put your computer over here. And oh, now, you can -- oh, wait. I need you to bring the computer screen down a little bit because I can't see you playing with the Play-Doh. Oh, wait. I need you -- wait, I can't hear you, can you move that microphone?

Wait, can you ... so this first relationship, the one we always talk about first impressions, and if our first impression is always just saying oh, okay, now do this. Wait, no, huh-uh, I can't hear you, now try this, again, how is that going to help us build those relationships?

So Liz, I'm going to change that -- oh, there's also -- yes, we don't have enough time for this, but also let's talk about working with virtual interpreters, signing interpreters, spoken language interpreters or translators with different languages. Seeing the big picture also when you go in the house, you can see everything that's going on. You can see grandparents there. You can see TVs on. You can see a lot of things. The other thing that we heard is nobody's training us. We're all figuring this out on our own. Those were the things that we have heard about why this is so hard. But Liz, I'm going to let you take over.

>> Liz: Very good. Thank you. And you know, I guess every presentation and every class starts off by describing the problem. So we've described the problems and there are many, right?

But then let's get to the meat of it. The good news is we have a lot of good solving problems and getting creative with solutions. So there's some good news coming from all of this. In fact, many of you are probably noticing that there are certain things that you want to hang on to even if you are still on -- if you're still teaching virtually or meeting virtually, if there's a chance to go back to face-to-face visits, do you want to or do you want to make the best out of the virtual world. I guess that is exactly why we want to talk about that. We want to talk about the good news. We love people. Like I said, we're social beings, and we can build relationships if we're virtual or in person. We've tried and made mistakes and we've learned to make the most out of everything. All right. Let's talk about the technology issues first because -- and I remember that feeling of just like -- seriously, that guy on the PowerPoint slide

looked like me. I mean, complete with the -- coming off the cheeks and everything.

>> Liz, do you hear me?

Liz, do you hear me?

>> If everything -- .

>> Cass: I don't know if you can hear me, Liz.

>> Liz: Just exactly right, no problem -- very uncomfortable -- .

>> Cass: Here's what the take away was for me, anyway, was to not -- .

>> Liz do -- sorry.

>> Liz: I'll keep going. Anyway, one of the things that we could do is if we didn't have sound, then we could use our phones and simply call the person and then mute the microphones on Zoom and use the audio from the phones and that made it a lot easier. I learned there were a few tips that I could give them like having all your other WiFi items turned off if possible. And some people didn't even realize that was affecting their bandwidth. My students all have my cell phone number and when one avenue was having issues, the phone was a good back up option. But I guess my take away is I learned not to feel anxious when problems came up, that there's always a solution. When I was systematically working the problem, the person on the other end sort of followed suit and stayed calm too. You take deep breaths. There's always solutions when you work the problem.

>> Cass: Liz, we had quite a bit of issues understanding you. I don't know if you can hear me. Can you hear me?

>> Liz: Yes, I can. And I wonder, should I take out my ear buds and try it without my earbuds?

>> Cass: Let's see what's going on. We had quite a few -- I don't think we heard much of that.

>> Liz: Oh, darn, well, I was awesome!  
I was really great!

>> Cass: I'm sure you were.

>> Liz: I was stellar. I mean, I'm getting an award for what I just said. Basically, I think if you go back to the slide before, and I've just taken out my earbuds and maybe that was part of the problem. I apologize about that. But anyway, yeah, that was definitely me. The guy sweating on the left was me panicking if something went wrong and I was expected to coach a parent or a student on how to fix it. And then yeah, that's totally me on the

right, yay!

We did. It's amazing when you did make the connection and you worked the problem together. Then all of a sudden you felt like teammates that had just conquered the computer!

So my main message in that last section was to not panic and to work the problem.

>> Look at us working the problem, because we just had technology issues and nobody panicked. We just talked about how, yeah, we couldn't hear you. And so that's okay. I like that. You didn't panic. Because you didn't know that anything was happening.

>> Liz: I didn't know there was a problem going on.

>> Cass: Well, it was a good no panicking. This is your next slide. Wait. Was that me?

>> Liz: Let's talk about -- yes. You or I was finishing with take deep breaths and there are always solutions when you work the problem. Are you still with me?

>> Cass: All right. Everyone, stay calm. The technology is okay. That is the best thing that we can always do, because you know what, we actually did this on purpose so that you could all see how we stay calm when technology does not go well. So I agree with you, Liz, that those types of technology things, and I can't -- I don't know if we heard you, but did you talk anything about sending a handout or a tutorial?

>> Liz: No. I am going to let you take that one, because I think it would be an awesome idea about some kind of a cheat sheet that we could send out ahead of time on how to solve problems before they occur.

>> Cass: Yeah. No, I think that that's one of, I think, the best things that we have found that works really well is if you can send a cheat sheet ahead of time, a couple of days before, I would say most people have used Zoom, Adobe, FaceTime, Skype, but not everyone knows the ins and outs. So sending an email with whatever platform you're about to use gives them the tips and tricks that they need to use ahead of time. It's going to help them feel more at ease about using the technology. You can go over them together during the session, but then they will be familiar with it. I mean, I'm good at Zoom. I am not good at Adobe, which is also why we might be having these problems, but also, that's okay. We are not all expected to know everything. And I don't want you to expect parents or teachers or colleagues or anybody to just all of a sudden know just because you're good at it doesn't mean that

they're good at it. So help them. And help them before it gets to frustration, because that's going to help with your relationship too if you can into, hey, here's what we are going to do and we might fail. This might not work. This might not work. I mean, I've had families move their iPad up on the fireplace and over in their kitchen and trying to just find the best WiFi. And it's okay, as long as you make them feel okay about it, that's going to help your relationship too, instead of them feeling stressed and you feeling stressed. We all know that when we all feel stressed, that leads to disaster.

>> Liz: Yeah, I couldn't agree more. The technology problems are one thing, but I think that the overall message needs to be about the feeling that people get when they're feeling disconnected. And if they're feeling like a failure at something, that they can't do this, whether it's the technology or whether it's the project that you're coaching them through at the moment.

One of the things I think that I feel strongest about working with students is the ability to build them up, to give them as many positive affirmations as I can possibly give, because what happens then is when you have -- positive and all of a sudden that person is feeling more confident and they trust you to tell you the truth and an honest assessment, but when you have that relationship where there is trust, then that person is going to grow and learn more. So you build confidence in a person. You first have to build trust with that person. A confident student or parent takes risks when they feel safe and that they trust their coach.

So be that trusted coach who gives the message, hey, I am not going to let you fail. We're in this together. Just like the technology problems or any problems in life, I am not going to let you fail; we are in this together.

So I would consider it a successful session if my lesson plan -- .

Walls seem to come down because other people say yeah, me too, that happened to me too, or that's exactly how I felt also. And then you go and go through it together. So to parents, please give them the message: Hey, I might be the expert in hearing loss, but you are the expert on your child and I want to learn from you.

>> Cass: Yes. I really enjoyed that. We are going to try to wrap things up. I know we're just, like I said, we did all these technology issues on purpose so that you can realize how we can still work through it. But we have got a few more strategies before we wrap it all up and then we'll do a Q&A. So Liz was talking about

filling that bucket, building that confidence. The one thing that's just so important to me is: Ask questions. Always. And listen. Like just listen. There's so much you can learn by listening. And a lot of times we ask questions to just get an answer and then we leave it there. But hold on with that question. Hold on. Listen to what they're saying. Don't even respond. I mean, we're all in Deaf ed, right?

We know the wait time. Give that wait time also to listen. It is powerful how much you can build a relationship just by listening without responding. And it's weird as a teacher of the Deaf, as a mentor, I want to give the answers. But I don't need to right away. I'm going to listen, I'm going to wait, I'm going to let them come up with their answers. So don't forget the power of open-ended questions, reflective questioning, and listening. That's like a big thing that I'm -- if you take anything out of this today, I want you to take away the fact of the power of listening. One more thing is don't get afraid to get personal. That's also what builds relationships. Share your stories. Share your successes and share your mistakes. Let people know what you've done wrong, too. It's okay for other people to know that we've all made mistakes and that's how we learned. And we want to stay professional, but also we can professionally tell them: I made a mistake. And this is what I learned from it.

They are going to learn from it. And that's going to bond you together. I promise you that.

Have a conversation. Don't forget to ask each other about what did you do this weekend?

How was it?

Tell me more about it. Don't always get stuck in tell me what your child said. What new words does he have?

Or to a student saying, well, what did your student do okay?

What are we going to add on the castles, what are we going to do here?

Like actually have a conversation with them. See what's going on in their lives and that's going to build your relationship in a way that is going to build the strength and the building of the child -- ultimately we want the child to be building their listening and spoken language. If we have any cell people out there, I want you to take that word and say let's give them language and let's have that conversation, let's build that. Let's build language. And also, don't forget to laugh. Laugh with each other, cry with each other, it

is so important. That's what's going to build the fact that you guys are both humans. Going back to that it's two-plus people. We are not talking about one person. We are talking about two or more people, which is one of the definitions. Two or more people and you have to make that association, you have to make that connectedness. So if you laugh together, if you cry together, if you complain together, anything that you can do together is going to build that trust and it's so important that you can take that time, five minutes in your session, and then go on to, okay, now we're looking at the castles, now we're looking at the integrated skills, now we're looking at how can we build your child's from here to here, how can we build that speech. We can add that into our sessions, but don't forget that connectedness. Use it. And I'm asking you all to really take the time to laugh, to cry, to tell stories, and to just be present with each other and then go into your whatever you're doing, whatever lesson you're doing, or if you're a parent, what you are trying to listen to; if you're a teacher, what you are trying to teach.

So Liz, do you want to go into that before we go into -- do you want to go into wrapping it all up?

>> Liz: Sorry. I can, yes. Before we talk about wrapping it all up, I guess my biggest take-aways are being positive with the person that you're having the relationship with, building them up so you are building that sense of trust and confidence so that you won't look like that guy on the left side of that -- the left side of that one slide, but you'll look like, yay, success, we did it. It is helpful to have any kind of a little handout ahead of time to explain how this virtual platform will work. Staying calm as you work the technology problem and consider all of the options that you have to stay connected. When the laptop doesn't work, maybe the iPad will. The phone usually does. But work the problem together. Really tune into those facial cues because you can't read the entire body language, but you can read the facial cues. And in fact, you need to exaggerate your facial expressions when you are on Zoom. And as Cass was talking about, to strengthen your relationship asking those open-ended questions. Again, as we all know, you don't say: Did you have a good week?

Did you do your assignment?

You say: Tell me about the funniest thing that happened this week. And because you've been listening so well to all of their stories, you can say: Hey, how did the science fair go for your other child?

All of those things to just keep that relationship on a really good, positive note, so that when you do have difficult conversations or challenges that you can face, you've already got that trust. And it can be a good, trusting relationship even in a 2-D world, right?

Finally, don't forget to have fun. That is why we all love our jobs.

Yeah, so I know we've given you a lot of information. We are including our email addresses here. We're more than happy to share anything that we've got or have a conversation with you. We can jump on Zoom even.

>> Cass: We really do appreciate you joining us for the presentation. It was -- technology was a little bit weird today so we apologize for that. But look at us who worked it. We worked it. We stayed calm, just like we're teaching you all. I hope you gained a few tips and tricks to really make those 3-D relationships in this 2-D world. I almost said my mom. If you guys all don't know, that's my mom that I'm talking to. Liz and I are hooked on the benefits of this platform, the virtual platform. We fully enjoy all of the relationships we've made with people that we have never met in person. And we still, still, after years and years and years, maybe never meeting a person actually in person, we still have relationships that we have built. And we know that it's difficult and we are ready and willing to help you all with it. So feel free to contact us via email if you have any questions. Otherwise, I don't know if Terry, I don't know if you're doing a Q&A or if anybody has questions.

>> Gunnar: I'm going to be taking over the ending of that so I'll drag out this Q&A box and if there's any participants that have a question, feel free to type it in there and our presenters will get to it.

>> Cass: We want to thank you all for being here today. I know it's a crazy time. We're all getting ready for school and planning new fall things. We appreciate you being here.

>> Liz: It is a crazy time of year. I'm just going to fill in by saying it was the beginning of a semester, I was supposed to be in an all-day retreat at the college, but I love being here. So I am seeing a couple of questions, Cass. About the certificate, that, I don't know.

>> Cass: Oh, yeah. I think maybe would Mandy know that?

>> Gunnar: I'll announce that at the end but there will be a certificate of completion and I'll pull that up when we're done with the Q&A.

>> Cass: I love that question, Melissa. How do you address families who are second screening during your session?

The TV is on, the iPad is out. You know, I think again, to me, that is just a little bit more about building that trust ahead of time where you just are so -- they're so confident in you and you're so confident in them, you have that time together and just sometimes -- I've done it before where I just say, oh, listen, today we are going to do 15 minutes where it's just us. No TV, no iPads, no screens. It's just 15 minutes and let's just get to know each other. And you work so hard on that relationship that eventually they want to -- they go into, hey, I don't want that TV on. I want to talk to Melissa. I want to talk to Cass. I want to talk to Liz. But you take some time at the very beginning. It's hard. It's hard with families. But you have to ask. But also be okay with it. Like you have to, especially with families that their life is screens or their life is TV, you have to say, like, oh, I can't wait. I can't wait for her to go watch Papa Troll in a few minutes but we can't watch it now. We can watch it in 10 minutes. Should we set a timer?

Again, you have to build that trust. Ask them to have it without. 10 minutes. 15 minutes. And then take that time, I wouldn't even say do therapy during that time. Relationship building during that time. Then maybe bring in the screen. I know that one's hard. I would be happy to chat with you more about that, Melissa.

>> Liz: I was just going to notice the comment that Cheryl made. She's a parent and appreciates you listening to me because then I'll listen to you. Isn't that exactly right?

I mean, we want to know you as a parent first and then when we have that trusting relationship, then of course you're going to be more open to a different perspective or different news and steps. I appreciate you saying that.

>> Cass: I also wanted to chat with Kelly too. So when we are talking about telehealth with our hearing impaired children, there's a lot of things that we need to think about with that question. One, we need to know the communication modality, but for me, I am an auditory verbal therapist so we work on listening specifically and also we work on parent coaching. So it's not a struggle for me or for my families because what I'm teaching basically is I'm teaching the parents how to use all the strategies with being with their child and building language and building listening with their child. And I'm not thinking about anything else except for parent child engagement and how to build that. I do know sign language,

but I don't teach sign language, so that is a whole other conversation that I don't know if your child is using, what communication modality they're using, but for the students that I work with, telehealth is not a struggle because I'm mostly working with parents. At this point, if you're also asking about virtual teaching, like when they are going to virtual school, that's a whole other thing and I would be happy to chat about that too, because that's something that is also happening in the world.

>> Gunnar: I think we should probably wrap it up here. We're reaching the top of the hour. If your question was not answered, then feel free to reach out to our presenters. Their emails are in there. And I'm going to pull up now the evaluation. So if you just click this blue link, you'll be able to fill out a survey, give us feedback, and get a certificate of attendance for this session. So we want to say thank you to our presenters and our captioner and everyone else that was involved. We will see everyone next time.

>> Cass: We appreciate it. Thanks, everyone. We'll talk to you soon.

>> Liz: Thank you so much for being here.