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NCHAM

Intergenerational Engagement in Early Intervention-(Adobe)

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>> For those that signed on early, you're in the right place for the webinar entitled Intergenerational Engagement and Early Intervention. We'll be starting at the top of the hour. I'll be silent now, for a bit and we'll do another audio check as more attendees sign on. This is an audio check for today's webinar. Brought to you by the National Center for Hearing Assessment and Management at Utah State University. We'll be starting at the top of the hour.

This is another audio check. For those who have signed on early. You're in the right place for today's webinar entitled Intergenerational Engagement in Early Intervention. You'll notice there is a downloadable handout on your screen that you're invited to download and follow along with and use. After today's webinar. So... feel free to download that any time. We will be starting at the top of the hour, in about five minutes.

This is Will from the National Center for Hearing Assessment and Management. You're in the right place for today's webinar that'll be starting shortly. For now... all you need to do is get your volume adjusted to your liking. Also... we invite you to have your keyboard within easy reach. Our presenter will ask you to respond to several poll questions today. We want to make sure you've all the signed on through

the Adobe Connect app. If you have not done that... and have entered directly through a browser... you will likely not see the captioning window and perhaps some of the other displays that have been prepared for today's presentation. We encourage you to enter the Adobe Connect app, if you don't see the captioning appearing at the bottom of your screen. We'll be starting at the top of the hour.

I see we're at the top of the hour. I'm going to initiate recording and we'll get started.

>> Audio recording for this meeting has begun.

>> Good day, everyone. I'd like to welcome you to today's webinar brought to you by the National Center for Hearing Assessment and Management. Also known as NCHAM at Utah State University. NCHAM serves as the national technical Resource Center on EHDI and we're delighted to welcome you all today. My name is Will Eiserman and I'm associate director of NCHAM. We're excited to have this webinar offered on the topic of intergenerational engagement and early intervention.

This webinar is being recorded, so... if anything disrupts your full participation in today's webinar... know that you'll be able to access it again through infanthearing.org in the next couple days.

Keep that in mind as well, if there are people you think might benefit from today's webinar that aren't attending live, you can direct them to the recorded version in the next couple days.

I'd also like to make a note that Adobe Connect does have a new app and in order to appropriately view the captioning and other displays that have been prepared for this and all future webinars... you're encouraged to enter through the app so that you can receive the full benefit of this webinar. Once our presenter has wrapped up her comments for today... I'll open up a text screen into which you can type a comment or question for our presenter to respond to. If any ideas come to mind, while she's presenting, jot them down and you'll be able to ask those questions if she doesn't subsequently address them in her presentation. You'll notice there's a handout on your screen as well that you can download. I'll move that over to the left here, in just a moment. I'd like to give a shoutout to our captioner today. For your time and talents. We appreciate you

providing your services today. If you all don't know... captioning has become quite a premium these days, with everybody doing all of the online meetings that they are and so... we appreciate being able to access the services that we can. Because these are real live people who are being stretched in ways that they weren't previously.

So... without any further delay, let me turn the mic over to Susan Lenihan.

>> Susan: Thanks, Will, I appreciate that. Welcome to our session on Intergenerational Engagement. I'm very grateful to NCHAM for this opportunity to be with you today and special thanks to Anne for providing the captioning. Will... if you could pull up the first poll, I'd like to get a look at who is participating in today's webinar. If you're comfortable sharing, could you please respond to this poll. Happy to see some parents here.

Okay... mostly we have early intervention professionals here and a few parents. I'm sorry not to see any grandparents here. Hopefully parents and early intervention professionals can share this information with them.

So... welcome to my world. My name is Susan Lenihan. I'm a professor at Bonbon University in St. Louis. I'd like to take a moment to share about my journey as a grandparent and as a professional and how those roles have intertwined, particularly in the last five years. I'm grandma to these six amazing children that you see on that slide and... currently, they're ages 18 months to 4.5 years and we have two more on the way. On the right... you see my grandson, Will. When he was 5 months old, we learned he has Williams Syndrome, a rare genetic condition characterized by medical issues, including cardiovascular disease, developmental delays and learning challenges. Williams Syndrome is caused by spontaneous deletion of 26 or 28 genes on chromosome number 7. And... these challenges often occur side-by-side with some very striking verbal abilities, highly social personality and... affinity for music. Surprisingly. The brain is an amazing thing.

I remember, quite clearly, the moment when my son called to share the news about Will's identification. I was rushing into a faculty meeting at the time and sort of stepped into the store room to take his call. And... I stood there listening to him detail you know... what he knew at the time. Of course... I was

stunned and... as I went into the faculty meeting, I just -- I was kind of frozen, I couldn't say anything to my colleagues at that meeting and two days later, I was still feeling, pretty much, that way and I was unable, even to share the news with my dearest friends, who were gathered at my house on that Friday evening, for our monthly book group meeting.

Later that night... we received, after the book group went home, I received a blog message from my son and his wife and they had set up a blog to share with all the extended family and friends what was going on for Will and so... this was the opening slide to that blog. 5 months old: Full of extraordinary gifts and unique challenges. I knew in that moment that whatever came next, Will and his parents and his extended family, were going to be okay and... that we would do whatever we needed to do to support him in his development. And of course... after that, then I started talking to my friends and colleagues and one of my very wise friends said... you know... when you're the grandparent of a child with a disability... it's really a double-hurt. You hurt for your grandchild and for the challenges they'll be facing, but... you also hurt for your adult child who is dealing with a situation that they most-likely didn't expect.

A few days later... I was talking with my son and he was explaining to me that they were thinking boy... I think we need to move to a different school district that has a better Early Childhood Special Education program, because... you know... when Will ages out of his EI services at age 2 -- and I went "wait, wait, you'll have EI services until Will turns 3" all you Early Intervention Specialists know this right? Will said "no Mom, these services go until he's 2." My son is bright but hates to be contradicted. I knew he was on information overload. I got my calm voice and said "Mark, you need to trust me on this, you'll have EI services provided until Will turns 3, that's a law." And... he decided to trust me and discovered yes, that was true.

So... today at 4, Will is thriving. He has those unique challenges and he's the extraordinary gift that the Williams Syndrome Association talks about. Although he and his family live in Nashville, I'm in St. Louis, we see them very often and I visited his school several times, last fall, I attended an audiology appointment with him. And... his hearing right now, is in the normal range but... it will be carefully monitored as

children with Williams syndrome are more likely to develop hearing loss. Last week, I participated in the virtual conference offered by the Williams Syndrome Association and this past weekend, Will and his parents came to town for another cousin's birthday. We're very -- my husband and I are very grateful for the opportunities that we've had to be part of this intergenerational engagement that I'll be talking about today.

These are our outcomes that I hope we achieve during our interactions during today's session. And... my hope is that you will find new ways to engage and to support the extended family members, either in your family or in the families of the children that you serve.

Okay... so... being an academic, I jumped right into the research and I was surprised to find there was more than I expected. The role of grandparents was, you know... mostly ignored in research until about the 1980s and then over the last 40 years, there's been much more study done on this population, both in regards to typically-developing grandchildren and grandchildren who have disabilities.

The status of being a grandparent is somewhat unique. It's born without any choice. So... one becomes a grandparent because your child became a parent. And... she also talks about, that the role of grandparents has changed over time. Today... the average span of being a grandparent is 25 years. And this role changed to include more single parent families and... families that are comprised of same-sex couples and their children and so... this role is evolving and... changing in our society today.

Grandparents today, might include what they call the young old years and... I'm not going to put age ranges on these. Because... that's really in your mind, right? The middle old years and the old old years. And... the role of the grandparent may be very different in each of those age ranges, too.

You probably have heard about Family Systems Theory and... again, this has been looked at quite a bit in the last 40 to 50 years. It explores the ways in which the experiences of each family member impacts the entire family and also, its interactions.

Virginia Satyr [phonetic], a famous psychotherapist is known especially for her work related to family therapy and

family systems. She was the first to describe the family using this metaphor of a mobile. You see on the slide, that image, of a child's mobile. If you think about it, you know... if you push on any one of those balls, the whole thing sort of shifts and moves. So... in a family, when something occurs for one member of the family, it sort of shifts everyone.

Kornhaber defines of the role of grandmother as nurturer, the ultimate support person when a family is in crisis or transition. Allison Gopnik, some of you may be familiar with her work with linguistics and language development. She's looked at this evolutionary role of grandmothers. She says as our society has developed, one of the roles of grandmother is to support a longer childhood that allows children to have more time, as she says, to grow, large brains, and to use those brains to learn about the world we live in. So... grandmothers can help in that, supporting that development. Psychologist Carstensen argues that older people are essential to younger ones and the well-being of the species. They're the cavalry coming over the hill. They play that role for their children and grandchildren. She says elders have a deeply-rooted instinct to connect in ways that flow down the generational chain. And they possess the virtues of age and I might argue with her a little bit, we don't all possess these virtues, but they're good to aspire to.

The virtues of patience, persistence and emotional regulation and these are especially helpful for dealing with grandchildren.

Prior to the birth of my first grandchild, my daughter asked us if we'd take a grandparenting class at the hospital where she was going to be giving birth and the class, we agreed, the class started with an ice breaker and the instructor was going around the room posing a series of true/false questions to each participant and it came to my turn and she said... true or false? Newborns will have their hearing tested at the hospital. My husband and I laughed and I got that one right, but... most of the grandparents in the room were really surprised to hear that newborns would have their hearing tested at the hospital.

In that same class... the instructor, I love the way she summarized the role of grandparents. It's providing what she called the four Us. You see these on the slide. Grandparents are often able to provide very unconditional love because they're not dealing in that every day care and management.

Their love can have a few fewer strings attached, I guess. Uninhibited fun. Everybody knows how much fun grandma and grandpa can be. Depending on what stage the grandparents are in, they may have a lot more time to give to their grandchild, so... undivided time. And then a unique perspective. One of the things my granddaughter loves to hear is my stories about when I was growing up, when her parents and aunts and uncles were growing up, stories about my grandparents and... parents and so... I can bring that story of family tradition and history to her experience.

The engagement of grandparents in the life and development of grandchildren depends on a number of factors. Some studies show younger grandparents are more-involved and that the maternal grandparents are often more-involved.

I like to argue that we've worked very hard to make sure our sons and their wives feel that we're very connected to those grandchildren as well. But... statistically, more maternal grandparent are involved.

One study found that if there were increasing numbers of grandchildren, it could make it difficult for grandparent to establish that really close relationship with each grandchild. It's also been found that in cultures and communities and families where there's shared households and geographical closeness, that proximity, that that also increases the grandparent engagement.

In one study, 93% of the cases in which a close relationship was reported, grandparents and grandchildren lived in close proximity to one another. That's pretty high percentage. I would say that with our use of technology today, and... FaceTime, Zoom, that has allowed grandparents who do not live close to their grandchildren to feel more connected. And culture also plays an important role. For example... in, in China... the triadic family situation, living situation is the norm. Grandparents, parents, and grandchildren are often living together. In Africa, the reverence of elders is often stressed. In Arab cultures, grandparent are looked up to for their experience and their wisdom. And... in African-American culture, we know that maternal grandmothers are especially involved in supporting grandchildren and they are often serving as custodial caretakers of their children.

The most-important factor is that last one. So... the, the involvement of the grandparents depends very highly on their relationship with their adult children. And so... it's important that we, as early intervention providers and family members, are, are aware of how that impacts things.

Some research on grandparents of children with disabilities in one study on grandparents of children who are deaf or hard of hearing, Yang has identified two types of grandparent supports. Grandparents may be very instrumental with things like baby-sitting, financial support, transportation, cultural chores and errands and then the second area, type of support is that emotional. Providing a listening ear, sounding board, reassurance and advocacy. My daughter-in-law who is a social worker, she has -- she also holds a certificate in special education advocacy. She has a T-shirt and it says "advocate like a mom" and I think that there's some grandmas out there that would like T-shirts that say "advocate like a grandma."

In a study by Green, it was reported that grandparents of children with disabilities actually do provide more support than grandparents of typically-developing children. And that this support led to a more-positive emotional outlook for the family. And I want to say that again. Okay? So... this support from the grandparents leads to a more-positive emotional outlook for the family. Think about how that will affect outcomes and development.

And Jackson is the one who did a study of 456 parents of children who are deaf and hard of hearing and she found that grandparents and extended family members were among the top-rated sources of support.

So... again, we want to be encouraging families to access the support. Woodbridge and colleagues explored education around disability, not specifically deafness, disability overall. Whether it was birth or later. They described the diagnosis as really a starting pistol of an exhausting and emotional roller coaster for the grandparents. They reported that grandparents often feel stunned and hurt and sometimes grandparents actually have a prolonged period, getting to acceptance due to their not-often receiving enough information, or they're not getting the information specifically from doctors or professionals, but... often getting it filtered through their grandchildren, through their children.

Woodbridge also found that grandparents reported being unprepared and... then feeling that they had a duty. This is a quote... to suppress their own pain in order to support their children. If you are a grandparent or your grandparent, how this might affect the relationship.

Grandparents might minimize or deny the disability. This impacts their engagement and this minimization and denial may come from a place that is wanting to be supportive of their adult child and grandchildren, but... can also create additional tension.

A number of studies report that grandparents face this really delicate balance between being [indiscernible] and interfering. They're constantly having to look at that. Okay... while my focus today is really on the benefits of intergenerational engagement for the development of the child who is deaf or hard of hearing... I also want to just briefly say that there's been some study that says guess what? This engagement is really good for the grandparents as well. They're more connected, they're happier, they re-examine their values and priorities. They can re-evaluate their attitudes and they may discover new dimensions of their spirituality. In interviews with grandparents, they were talking about their pride in their adult child's strengths and their pride in their grandchild's achievements. The grandparents reported feeling closer to each other. Grandpa and grandma. One grandfather stated that his grandson was "always teaching us about ourselves." What a gift that is. In that relationship.

I've been providing a lot of findings from the research showing the positive outcomes. Of course there are issues and obstacles for the families and professionals that they have to think about.

You can see some of those listed here. We already addressed geographical distance, a bit. The grandparents can add stress to the adult parents, because... they may have different perspectives or expectations or that acceptance, as I mentioned. If the adult child and the grandparent have good communication to begin with, you know... it can be exasperated during this time. Professionals might people like they can't get in there. Grandparents may be afraid that "I don't know how to support my child." If you think about, in the case of a child with a hearing loss, if they're using new listening technology, the grandparents may not physical comfortable with

that. They may struggle with communicating, whether they're using a listening and spoken language approach or sign language approach.

That may create some fear for the grandparent. In the case of inherited deafness, a grandparent might feel some guilt or... they might not, that could be a positive factor, so... we just have to be aware of potential for those feelings.

And then... there are challenges to establishing appropriate boundaries. That delicate line between interfering and involvement. Being aware of that. This is true for all grandparents, but probably even more of a challenge in the case of a situation with a child who has a disability or is deaf or hard of hearing.

And the last one I listed there is such a big topic today... we're really not going to be talking about that. I will, on your handout and at the end, direct you to a really good resource. I'm sure many of you are serving families in which the grandparent is the primary caregiver.

I'm going to give you about a minute or two... if you, Will, if you could pull up poll number two. An open-ended kind of question. If you could type in any ideas -- other issues or other challenges that might come up in grandparents being engaged with their grandchild.

>> They can see each other's response.

>> Great... thank you so much. Absolutely financial issues for the grandparents and their health. That comes in in the old years, when the adult children are having to shift to care taking for their parents. Differences in managing behavior. Absolutely. Again... in that grandparenting class that my husband and I took, the facilitator said... your job as grandparents is to listen and support. And... it's become a little buzz phrase between my husband and I when he's saying "we need to tell them..." and I'll say "what's our job?" And he'll say "listen and support." If you're trying to figure out how best to manage the child's behavior... talk with your adult child so that you're following their lead and supporting them.

Wow... these are great comments, great ideas. Not all parents are looking to be involved. I have friends with a different viewpoint for their role as grandparents. As parents... we often parent a lot like our parents do unless we

sort of think about it in a very intentional way. Depending on the relationship you have with your grandparents... that may impact how you are in that role. You want to reflect on it and be intentional.

If necessary... talk to somebody about it. Whether it's a friend or a professional, if you had this wonderful relationship, you know... maybe very easy for you to, to create that in your family. And... if you had a stressed relationship... it's going to be harder for you to develop this really positive relationship. Thank you for these ideas and... I'm not sure if I can capture these, but... I hope that I can. For, for future conversations with grandparents.

When I think about my experiences as a professional, I was a teacher in Deaf Education for years, I worked in early intervention, I supervised a number of graduate students, a couple hundred over the years who were working in early intervention. I recalled several examples of grandparent engagement that spoke to me. Probably... almost all of early intervention providers know of grandparents providing regular child care or even custodial care. I worked with grandparents who welcomed the early intervention visits at their home and then... often the early interventionists also provided some evening sessions for the parents so that the grandparents who are providing the child care got the benefit of the early intervention services as well as the parents.

Another example, I knew a grandmother who provided daily transportation for her grandson to his early childhood program. Which was more than an hour, from the family's home. You can imagine what a strain that would have put on the family with two working parents. This grandmother, it was like a three-hour morning session. She decided that she'd stay at the center while the child was in session. And sometimes she would observe him, but... she also volunteered to make materials for the teacher at the center while she was there. I'm like... what a great gift.

The third example is grandfather, that I will never forget seeing this grandfather and his 2-year-old granddaughter and they were -- he was in the early intervention session with her and he participated in this music and movement activity and... clearly, this rough, I think he was a retired carpenter, maybe? He was stepping out of his comfort zone, but... boy, he was

doing it. He was singing and dancing to the delight of everyone in the room. Including himself. I would say.

So... I'm going to give you another minute if Will could pull up that poll number 3 again. It's more open-ended. If you can think of any additional examples from your experience, where grandparents are involved and engaged.

So... primary caregiver, that's a whole extra webinar now. Going to the medical appointments, great idea. Sitting in on Zoom, wonderful, such a thing today, of course. Lots of primary care sports, great idea, there too.

Yeah... using technology to really get the grandparents as engaged. Even if they're at a distance. Even if it's virtual. And even using things like video clips to send to the grandparents. If they're not comfortable or if the adults -- the parent isn't comfortable with them being active participants, sending video clips can be useful as well.

Okay... thank you for those ideas. Another one that I've seen is grandparents providing that financial support for you know... some medical costs that were associated because their adult children had a high deductible health insurance plan and... with the birth of the child there, were some major medical expenses that you know... they hadn't really planned for. Or the grandparents might be in a state where they don't have the financial resources. Are this is intergenerational support. Photos and text from the website for the Hear and Say Program in Australia. I think you can read those comments on the slide... again... this is text from their website. And... it's from the grandparents, Judy and Malcolm and they really reflect their deep commitment to supporting their granddaughter, Elisbeth, as well as recognizing that a strong program can support her. Seeing that the Hear and Say Program was featuring this role of grandparents, is a way to encourage that, perhaps, in other extended family members. This next slide is a little more from that site, from their webpage. And... you know... you can really see in the comments that Malcolm and Judy are aware of their adult child's needs too. And... it sort of reflects their support and recognition of the needs of their adult child.

So... now, let's dig in, in the last part, to some recommendations. So... after I had done that reading and... looked at the issues and obstacles and thinking about the experiences that I've had... I developed a dozen recommendations

for families and professionals to keep in mind as they engaged in early intervention and even beyond. This is focused on early intervention, so... recommendation number one is to ask caregivers open-ended questions about their extended family. Those of you who are EI professionals, that are regularly part of your conversation during an EI session. And... those open-ended questions will help you in partnership with the adult children, the parents of the child, to determine if and how it would be best to involve other family members in early intervention.

And I would underline and bold that if. Because... while our research is very clear that intergenerational interaction is beneficial... it is not beneficial for all families. Okay? So... depending on those relationships, you do need to tread lightly to determine what's going to work best for this family. For your communication with the caregivers that you're able to determine if involving the grandparents in a more interactive role in intervention is appropriate... supportive... and effective. Recommendation number two is that support parents in including extended family in the ways that are most-appropriate. This includes being aware of the family's culture.

So... as I mentioned, you know... culture impacts that engagement of families. When I was a beginning teacher, this was in San Antonio, Texas, I taught a child who came from a family of four young children and... the parents had, integrated from Mexico and... the little girl that I was teaching, she with a twin. And when she was identified as deaf, her grandparents, who were in Mexico, said "we'll take care of her twin and her older sister for a period of time" and I think it was about a year. And... me, coming from a different culture thought... wow! This is so unusual. But... in conversation with the child's mother, I learned and... later it was reinforced by friends. I learned that Mexican grandparents often provide extended periods of care for their grandchildren. In their culture, it wasn't uncommon.

My student's mother explained to me, it was incredibly helpful to her in those early stages when she was first getting services for her child with hearing loss. Recommendation number three. We talked about this a little bit. Recognize the grandparents in motion. As an EI professional, we're very good at saying that our, our client is the infant or toddler and they're family, and I think we often think that means their

caregivers. I want to encourage that means extended family as well. If you realize the grandparents are experiencing some of the same dealings that the adult child may have been feeling and then... also... worrying about their adult child. You might be able to provide some support in that area.

The fourth recommendation to be aware of prior conflicts. Those provider conflicts don't just go ahead and... you want to just know that... the caregiver, for the child... may be dealing with and being stressed with some conflicts with the grandparents.

Fifth recommendation, provide information about the needs of the grandparents. Help you to help the parents understand what the grandparents might be feeling and to really encourage, you know... two-way support so there'll be positive interactions and positive outcomes and a people of welcomeness to being engaged.

My sixth idea is to use web resources for ease of sharing information electronically with grandparents. Particularly with grandparents that are at a distance. It might be helpful if the parents are going to an audiology appointment. It might be helpful to have the grandparents go along for help in one of two roles. To help entertain the infant or child while the parent is talking with the audiologist or the grandparent is taking notes so they can follow-up and have an additional source for debriefing after an audiology appointment or medical appointment.

The eighth recommendation is to offer to include grandparents in early intervention sessions to support the grandparent's knowledge and use of the hearing technology. If the child is in a program where hearing technology is being used all waking hours, it's a goal for the family, it's really important to have supportive grandparents who feel comfortable with hearing aids or cochlear implants and are comfortable with using the device, troubleshooting the device, changing batteries, you know... all of those pieces.

The ninth recommendation is to encourage participation in all aspects of education. So... again... attending an IEP meeting, perhaps. Attending maybe school events or family support programs. As appropriate for this individual family while keeping in mind that no one size fits all. Number eleven, encourage grandparents to interact with their grandchildren in

the usual ways. Sometimes the grandparents get stuck on the situation of hearing technology or whatever and forget as a grandparent, they want to be doing baking and outdoor activities and sharing of family traditions and stories and going to child-friendly venues like zoos and museums. You want to make sure all of that is happening as well.

Number 12... remember what grandparents can bring to any relationship. Unconditional love, uninhibited fun, undivided time and unique perspective. This can result in positive outcomes for the grandchild and for the family.

Now... I'm going to give you just about two minutes, so... this is poll number four. If you have other recommendations that maybe were missing on my list... if you'd want to type those in now. While you submit those, I'll share a few of my favorite grandparent quotes. I apologize if this distracts you while you're trying to type in more recommendations.

This first quote is from an author unknown. As many of these are. Grandparents are a delightful blend of laughter, caring beings, wonderful stories and love. This next one from Jimmy Carter. Because grandparents are usually free to love and guide and befriend the young without having to take daily responsibility for them, they can often reach out past pride, fear of failure, and close the space between generations.

I just love that one. This next one... the simplest toy, one which even the youngest child can operate is called a grandparent. That's from a comedian. Sam Levinson.

Another author unknown one... grandparents always have time for you when everyone else is too busy. Love that. Grandparents make the world a little softer, a little kinder, a little warmer. And here's one for grandpas. The best place to be when you're sad is grandpa's lap. I love that. In my role as grandma, I love this one. When you think about, when a young child with a hearing loss does something really exciting for the first time, grandmas don't just say "that's nice," they reel back, throw up their hands, smile and say you get your money's worth with grandma. I love, thank you for reminding me, don't expect the impossible from grandparents. Their needs may not permit a lot of engagement. I love that programs have grandparents day, that's one of the times I've been at my grandson's school and it's a great opportunity to share

information and resources with the grandparents. These are great ideas, as well.

I'm going to... continue on here. This last quote is from -- can we take that poll down? Thank you. The potential value of the contribution of grandmothers and grandfathers to the support system of families of children with disabilities cannot be underestimated. When professionals formulate intervention programs with parents, partnership, it is vital that they keep in mind the importance of the grandparents role. It's advisable that professionals also encourage parents to allow and develop effective communication channels with the grandparents in order to enable and nurture this meaningful support resource for the benefit of the intergenerational relationships in the family.

I really think that this quote best captured why it's so important that we, as professionals and family members, strive to engage the extended family members in the early intervention process.

These are the resources on the handout that I provided for you. I'm not going to go through that list, but... you can see what's there. Now we have... I think about ten minutes for any questions or comments or ideas. That you'd like to share and we'll watch our time.

>> Will: I opened up the questions field over on the left here... so... if you have a question or comment that you'd like Susan to respond to... that's a good way to do it. I also put the handout in the -- on the main screen there. If you want to download those resources, you can do it from, from there. While we're waiting to see if there are questions or comments... I'll remind you all that today's webinar has been recorded. So... if there are others who might benefit from today's webinar, who weren't able to attend live... you could always direct them to infanthearing.org and they can get this information there.

So... our first question, Susan, is... as a grandparent. How do you subtly remind providers to focus discussion with the young parent and not on the grandparent?

>> Wow... what a great question. It's -- it's been my experience that most professionals are you know... pretty tuned in to the parent first. Certainly... if I was in a situation where they were turning to me... this is something I'd would use

if I work with young married couples -- talk to each other. Following that information from the professional to an engagement for the parent, I had... I told you I was at an audiology appointment last spring... with my grandson and his mom and... she was saying "my mother-in-law is in Deaf Education... she knows all about this" and I kept saying "I'm not an audiologist." She was putting me in a funny position like "I get everything here." She was kind of setting her up to talk to me, instead of her, but... it was fine.

>> Will: It's nice to have grandparents involved in appointments, but with COVID rules, they might not be allowed. Would it be appropriate to insist they come or maybe FaceTime in the appointment?

>> I think, with COVID, we're going to family positions and not make them feel they're cheating their grandchild if they won't let the grandchild come. We cannot do that, but... I think that Zoom is a great way to involve them. I see if the parent or provider could provide some two to three-minute video clips, especially a highlight, you know... or... of some informational piece that you really want to make sure the grandparent gets.

So... if that could, then, be sent to the grandparent, yeah... that would be really, I think, supportive of encouraging engagement.

It could even be sent with, not a put you on the spot question, but... watch the interaction of Johnny with mom and... you know... what did you see? So you're starting to get grandparents to start observing the child in a way that can help them to see the child's achievement, see the child's needs and share that, you know... with the parent.

>> Will: So... the next question is... what advice do you have about a grandparent who doesn't speak English? When the family is primarily English-speaking?

>> Yeah... wow... this is a tough one. And I actually was in a situation like this with one of my graduate students. The short version of the story... the family, the parents had moved here from China. They were both researchers. At a medical school in St. Louis. And... they had an older daughter who is hearing and while they were here... the birth of their second daughter, who was deaf and... the grandparents from China came for the birth and for child care and they spoke no English.

And... it was really challenging. The early intervention provider didn't speak Chinese. But... they, they had -- they did the sessions as much as possible with the parent -- one of the parents back home with the grandparents. So... it was sort a grandparent and one of the parents participating in the session.

And... it was interesting that the, the older sister, who was about five years older, she really was a bridge in some ways between all -- the grandparents and the granddaughter. The granddaughter went on to be speaking Chinese, Mandarin and developed her vocabulary very similar. They may have to be the custodial caregiver to get the interpreter.

>> Will: I think we have time for one more question, our captioner needs to run to a new -- another meeting... and... so... I'll read this question, but... as we wrap up, I will put a new slide on the screen where you can give us some feedback on today's webinar and also... get a certificate of attendance. Be sure to click on that before you depart today. Our last question reads... as I was listening to the quotes, it made me think of the idealized grandparent, but... they aren't all like that. Some are overbearing, some don't respond in those wonderful ways you described, how do we support families who wish they had that grandparent, but don't?

>> Susan: Oh... wow... yeah. I will -- absolutely correct. And... I -- I will say that... I do think that some people have the ability to become a better person. Like that personal growth slide. There's research that shows grandparents can become better than they were prior to the role. And... any support that we can give for that happening would be beneficial.

On the other hand... I have served as the grandfriend for a child whose grandparents were... in this case, no longer alive and... you might be able to help find neighbors or someone in that family realm and it could be an aunt or a great aunt, you know... someone else who could provide some of this engagement that... in an idealized world... as the questioner said you'd like to seek. Thanks for that question.

>> Will: Thank you, so much, Susan for all the time in preparing and providing today's webinar. Thank you again, to our captioner. I appreciate that you need to run off. Before everyone else goes, there is the clickable link in the middle of your screen there, if you hover over that bottom line... it'll

take you to an evaluation as well as a means for getting your certificate of attendance for today. Remember today's webinar has been recorded, so... if you need to view this again... or share it with others... go to infanthearing.org in the next couple days and you'll find it there under our webinars. Thank you, everybody. And thank you to our captioner, good day.

[Call concluded at 2:59 p.m. ET].

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