

ROUGHLY EDITED COPY

UTAH STATE UNIVERSITY
USING DEAF MENTORS TO SUPPORT READING IN THE HOME
DECEMBER 10, 2020, 1:30 P.M.

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Live captioner standing by.

>> All right, everybody, pray.

>> And just be aware, Terry, that we are all being broadcasted to our audience is that on right now. Thank you, everybody, for all of your efforts and stress. I know it's stressful.

>> I did not know that! So I will shut up now.

>> No, it's fine. It's totally fine. And to our audience, it's just a reality of being able to create the most accessible opportunities like this. It's not magic. It's actual people trying to work with technology. And it's always a question for us about what dilemmas we will run into.

>> Could Daniel give me a camera, please?

>> I just elevated you to a presenter level so you should be able to see a camera option now.

>> Thank you.

>> This is William.

>> Yeah! Start my camera. Yeah! I have arrived.

>> This is the interpreter, can someone take down the window of note 41 please?

>> Hey, Lissa, if you drag the line -- NCHAM on the right side, if you grab it and drag it like you do in Zoom, it will just move the windows over. It just covers them up.

>> Thank you.

>> And I'm also enlarging the cameras so it's larger.

>> Carla speaking. Now it's perfect. Now I can see everybody. Great, great!

>> A-ha! There you are. Okay, everybody, this is William Eiserman from NCHAM, let's allow our interpreters to interact with each other for a moment to make arrangements for how they want to work together.

>> If you just signed on, our interpreters are just getting things worked out for today's presentation. We will be starting in just a moment.

>> Is there a possibility that I personally could turn off the captioning on my screen?

>> No.

>> Is there a possibility I can reduce the size of the captioning on my screen so it's not one-third of my screen.

>> No, I'm sorry.

>> Okay.

>> The interpreters are trying to see if we can drag screens and make certain areas bigger and certain areas smaller and this is the other interpreter, Lissa, you go up to the top of the right-hand corner where there are four arrows --

>> No, no.

>> No, you don't want to do that. Because then you will not see the PowerPoint and I think you will want to be able to see the PowerPoint presentation.

>> We want to see everything. Okay, great.

>> If you want to just turn off when you aren't working we can try it that way and if you do it like that, you will be larger in the screens. So we can give that a try.

>> Karla said they prefer to have both interpreters on because it's distracting when they go back and forth.

>> I think that's true. Whatever you would like to do. Are we ready to start?

>> I'm ready.

>> Okay. I am going to initiate recording of this meeting and I will begin with an introduction.

>> Good day, everyone. This is William Eiserman from NCHAM. I am the associate director of the National Center for Hearing assessment and management which serves as the national technical resource center for EHDI. I am delighted to be able to facilitate today's webinar and appreciate everyone's patience as we are getting technological issues worked out. As frustrating and as stressful as that is for all of the different players, I think it's important for everybody to know what goes into having a webinar of this nature when we are trying to make things accessible through the use of on camera interpreters, captioning, and all of the other media that has been prepared for today's webinar. During this particular period in time, technology systems like Adobe Connect are being taxed to their limits and so there are often challenges that we run into technologically. So we appreciate everybody's patience and understanding. If anything disrupts the full use of today's technology, we are doing our absolute best to make it work for everybody's benefit. Thank you for your understanding.

We also before we start we want to give an explicit thank you to our interpreters and to our captioner today. These are real live people who are using their time and talents with us and we never ever want to take them for granted. So thank you for your time and patience with us.

Today's webinar is being recorded and will be available on infanthearing.org within the next couple of days. So if anything disrupts your full attention to today's webinar, you will be able to view it again there and keep that in mind in case there are people that are not in attendance live today, they, too, can go to infanthearing.org to view this at a later time. Once our presenters have wrapped up their comments for today, we will open up a text screen into which you can type a comment or a question for our presenters to respond to. So keep notes of anything you would like to address. If they haven't commented on that in their presentation, you can raise it once they have completed their remarks. We may be a little short on question time today given our delay, but we hope to offer that option.

So without any other delay, I would like to introduce to you all Karla and Elle Mendiola presenting on the topic using Deaf mentoring to support reading in the home.

>> Okay, thank you, William. Thank you. And hello, welcome to today's presentation. Using Deaf mentors to support reading at home. I'm Michelle Mendiola. I'm a manager of the community networking advocacy at CHS, Chicago hearing society. We provide services supporting Deaf, Deaf-Blind, hard-of-hearing people all over the State of Illinois. And hello. I am Karla Giese. And I am a coordinator for the program for the use of coordinating program use connections. It's part of Chicago hearing society, CHS. Always focus on infants, children and youth who are Deaf, Deaf-Blind and hard-of-hearing. And what we mainly do is really encourage reading, writing, literacy and really trying to encourage the love of books and that's why we have this mentorship program.

First I want to talk a little bit about the role of a Deaf mentor and the Deaf adult role model. Those two roles. A Deaf mentor uses many, many -- wears many different hats. We are neutral, a Deaf mentor is neutral. Not bias on one side or opinion why thed to one side or the -- opinionated to one side or the other. We support families in whatever they decide to use as their communication mode, whether it's ASL or using spoken language, cued speech. And we believe that the family knows best.

After they have chosen their mode of communication, we try to enhance and enhance communication within their decisions and

different ways to communicate with their decision. So Deaf mentor will provide information and resources, we provide technology, like a doorbell, lighted doorbell. Phone. Flashing phone lights. Different alarms, things like that. We want to teach families communication strategies, different environments out in the community. And at home. Often, when you have a Deaf child, you have a child that's born Deaf you have not met Deaf people out in the world, a Deaf mentor helps to expose and share their own experience and expose that to the family as giving them some kind of idea what it's like from their early childhood days to their college time. So a Deaf mentor shares their experience to recognize that they become a role model for the child and the parents understand that is that kind of life is possible.

So the Deaf mentor models language, literacy, different ways and ideas of maybe showing families different kinds of reading and books and actually techniques on how to read, proper eye contact and things that are necessary for raising a child who is Deaf and having a clear connection.

Another aspect and responsibility, another hat they wear is talking about the culture. Talking about the uniqueness of Deaf culture. It being unique as another culture would be as Indian culture, Hispanic culture or whatever it is. Deaf culture is unique as is any other. So there are resources within that information as well. There are play groups to be involved in. There are get togethers and gatherings for other families to gather in similar situations who have given birth to a Deaf child. So there are different events that everyone can go to.

So through stories of their own and different experiences that a Deaf mentor has had and there are different ways to dealing with the deafness if someone has a hearing aid or a cochlear implant, they can really explain how these things will affect their children and all of the decisions and the ripples it might have after the assistive devices are used.

So when it might be easier for parents to kind of grab on to --

>> Let me start that sentence over again. While it might be easier for parents to quickly take -- get involved in something and leave their child out, not intending to leave them out, but leave them out out of ignorance, forgetting that they can't hear them, they don't realize how much that child is missing in that

whole situation while they are engaged. Without hands on experiences, the child may be lost and may not learn how clearly to express themselves. They need constant exposure and stimulation in every situation that they are in in order to develop strong awareness of themselves and to develop strong interest to understand that there is stuff in the world that they can be interested in, you know? So the routine how we want to support routine. Like, what happens when the hearing aid is broken? Or the FM system isn't functioning correctly? How do we encourage the child to speak up and say I'm not hearing what I used to hear. It doesn't sound the same. We are trying to empower the families to get accessibility rights and also to get a family advocate so they can learn to advocate for themselves and so the child can learn to advocate for him or herself.

>> Karla.

So let's take a look at how Deaf mentors encourage a love of reading. Deaf mentor will go into the home and they will work directly with the family and the child in an attempt to establish an environment that is completely rich with language. So the Deaf mentor will emphasize repetitively and encourage the use of signing, speaking, cueing, whatever mode the family has chosen. So the child is bathed in language all the time. Continuously. There is always linguistic input of some kind. That helps provide the opportunity for natural acquisition of language. The Deaf mentor will also share books. They will give different ideas of books that might be entertaining to the child or interesting for the family to read. And they will model appropriate ways to read out loud to a Deaf child. So that the various. So there are various skills that can be used to allow the Deaf child to capitalize on the reading experience. So if they are reading with a Deaf child or a Deaf blind or hard-of-hearing child, each of those Deaf children are going to experience the reading together, experience differently than a hearing child. With a Deaf child or Deaf-Blind there is more talking about the story while reading the story. A lot more elaboration and pointing out things. When you are sitting with a Deaf-Blind child or a Deaf child you need to engage them. And then the other thing that's really important is that the Deaf mentor will help make reading fun. Which is, you know, the point. This is super important. That reading needs to be fun. We don't want the Deaf child to feel like reading is a chore. Oh, no, we have to do this again? We want there to be conversation and we want there to be play and we want these books

to be a fun and engaging toy and activity. Also, Deaf mentors will do role plays with the parents to help the parents learn how -- or with the child to help the child conceptualize the activities that are happening in the book, right? So this works with really younger children better than saying here are words printed on a page. Look at the words and they say, look, the words are building a story, look how the story looks. Look at how this works out.

Michelle says: Hearing parents might not realize that their children are looking all the time. They have very curious eyes. And they are seeking information. So the Deaf mentor or role model will come into the family and will look for subtle cues that are happening from the Deaf perspective as to what it feels like to be Deaf in this house and then they will have books and they will refer to the books. For example, eye gaze is a linguistic feature so you are looking at the book and you will look at the child looking at something and maybe they are interested in something like the signs and not so interested in the book. It's important for the Deaf person or for the parent to learn to watch the eyes of the child so they know where their attention is focused. So they can start to build a bond between the child and the parent. If the child is looking at the book and then looks up at the mom or the dad, and they are looking up, that's a form of communication saying, they now want to communicate more about this reading experience.

Another thing to think about is they will follow the children's lead. So if a child gets up and goes to the bookshelf and they pick a book that they like, that's encouraged. We will let them go ahead and look at the book and turn the pages and look at the pictures. Let them think about the pictures and not necessarily worry so much about the words. Let the child engage with the book.

Environmentally, there are noise factors. So when you are reading, when you open the book and are reading and maybe there is a knocking or a loud sound, you can tell the child that someone is knocking at the door. And you can bring them to the door to show that if they have awareness of some audible sounds that those sounds have meaning and you can lead them into recognizing the meaning of what they can hear.

Our program makes a variety of different videos that are designed to support the family and Deaf mentors and give the

people ideas and strategies about how they can encourage reading in the home. Our videos focus specifically on various strategies. So people can look at these and use these strategies while they are reading. You can see a list of these strategies on the website. And there is a link here on this slide. At this point we have eight strategies. And the videos themselves are very simple. They are not long. Maybe one or two minutes. And they apply to all families. No matter which communication system the family has chosen to pursue. So four of the strategies we have listed here on this PowerPoint. Creating a reading environment. Establishing the position for your child when they are reading actively.

Engaging your child in the reading experience. And making an environment is that language rich. There are four more strategies. The other four strategies are checking for comprehension, making sure that child is following. And elaborating on the language. Turn taking. While reading a book. And developing vocabulary for the Deaf child. All eight videos are captioned. They are also interpreted. And they are available in Spanish as well. So if you go to the website and you click "Spanish," then it will show these little videos, snippets, in Spanish as well. Each video explains the idea. It shows an example of what it looks like for each of these strategies. And how to do them. And within the video there are actual Deaf children with adults interacting with a book so you can see the strategy and see how they look when they are being applied. Hopefully, we will be able to watch a short one minute clip of one of these strategy number four. This is called making language rich.

>> The words in the book. Follow your child's lead --

>> The interpreter says the book has words. Look at the words. And she explaining. Say the name. Say the name. So we start simple and then we get more complex as the child grows older. So this is a ball. See the ball. As the child grows up you can say is that yellow ball or an orange ball. The ball is round. The ball can bounce. So we start very simple with board books. And then as the child turns the page we see more. So we are encouraging the child to engage with the book and we are encouraging engagement with others as well. Also babies like to play peek-a-boo. You can let them play peek-a-boo with the book.

>> So that strategy is creating a language rich environment. If

you watch what's happening on YouTube, you know for example, there are captions, the video includes reading words, but you don't have to read words at all. You can explain the pictures, ask questions. You can recognize eye gaze. Is what interesting to the child by how they are looking at things. Maybe the child is looking at something different than what you as a parent thinks is interesting. And it's important for you to recognize what the child is looking at and follow that. Follow their lead. And you want to keep it simple, you know? You want to keep it simple. You don't want to start with ball and the ball is orange and the ball bounces and, you know, you want to go -- you want to elaborate and give more information per object in a graded way so that the child develops slowly toward more and more language using more and more labels.

So you might have a picture of a boy and say look, there is a boy and his clothes are read and he has blue eyes and he has brown hair so all of this descriptive content is something that the child is going to see and language and then will replicated in the pictures of the book. And then you can also do coaching. You can coach the parents. The Deaf mentor will be coaching the parents with all of these strategies. Another thing that I almost forgot to tell you is one of the things that we would like them to talk about is implications of the pictures. What do the pictures imply, right? So if you see a picture of a dog barking, barking, barking. Why is the dog barking? How the child begins to think about what is happening in the picture and not that it's a frozen picture. But the dog is barking. Why is the dog barking? Let's find out why the dog is barking. All of these are one or two minute video that create the concept of a language rich environment and you can take that and you can apply that to your reading with your children right now.

So our Deaf mentors are familiar with these strategies. They use these strategies. They take them to the home with the families and the children.

>> This is Lissa, I will be interpreting. You can't see my pictures right now so I will be voicing from the black screen.

>> So this is Michelle speaking. So when working with Deaf-Blind children, let's focus on that, so oftentimes you want to see what's happening in the household. What books are included in there if we have anything that's tactile. Something that something that can be touched like Karla is holding up right now.

Something that has large print and it's easier to detect. There is texture, there is fur. Different materials that can be felt as a child will tactically -- tactically read the book. So there is also low vision. Or there is also Braille that we have that can be like the black book of colors. That has Braille. Each page has Braille in it. As well as high contrast text. It's hard to see right now, you can't see the Braille from the video but it is where Karla's fingertips are.

Here is another idea, Karla speaking. There is also bright and pop-up books where you can actually feel the shape in three dimension. It's easy to damage, but it's really helpful and for the child to be able to kind of feel their way through the book and it's great exposure for them. We use that. As a Deaf mentor, we work with children and the families to develop skills and then encouraging them to explore and to enjoy a book and to really look around. Like Karla said, we want these should be fun. Reading is not -- it's to enrich somebody's life. So we know that -- go ahead Karla.

>> I just want to add there are many states, they have technical assistance programs that support Deaf and Deaf-Blind people and Deaf and Deaf-Blind students. So you can contact. There is a list of resources that you can contact. Some of them have the drawing book library and you can check in your state and see what's available for you in that way. It's called technical assistant programs because it's Deaf, hard and hearing and Deaf-Blind. We know that books are important and books are a wonderful way to develop language, knowledge, and oftentimes parents feel in these situations really awkward and trying to figure out how to read, how to do these things that they never done before with their Deaf child. Sitting specifically in the position might be awkward. We try to help with all kind of dimensions of this -- of this goal to read.

So we've made video clips. So we have read kits basically. The pictures are there. And Elle can show one of the read kits that we have. So it's a bag and has all of the different goodies in it. We have a book. We have things like there are toys that we put in and that kit focuses on -- that kit specifically focuses on transportation. They are learn being transportation. We have a helicopter. It's like a road map that we have that they can race the cars along. They have stop and go lights. We have stop signs. And so there is practicing. We have cues. You can put these stop and go cars and expose them to what's out in

the real world. And that's one example of the READ, the read kit.

So the families in Illinois and the Deaf mentors can borrow these kits and they are free. Fully accessible. So we will send them. And we have postage paid returns. So we will take care of that and then each kit has a theme and these themes, different books and different toys all related to that theme so it can become a three dimensional understanding of this idea. So you can see here that Elle is holding up different ideas and activities to do while you are reading. Or different ideas for kind of expanding the theme, giving it more dimension and including a DVD that you can use as well. The DVD has all of the videos that I spoke about, all of the clips. So it's for the parents to take care. It's for the care givers, it's for grandparents. It's for baby-sitters. For everyone to watch and take things from in order to work with the child, sit with them, read and enjoy their time together. We have one more slide that kind of will explain a bit more.

Hopefully you have copies of this as part of your handouts? I'm hoping. If not, please contact us and we will send it out and it's also available on our website. It's a free download that you can get anywhere. It provides music related to the theme. We have been looking for music related to specific activities. We don't want kids to sit and listen. We want them to play and have that be part of the experience. The activities are for example, transportation. That theme, it's -- the idea of how can we play with the car. So we have a road map. We can race the cars. You can say ready, one, two, three. Go! And so they get the idea and taste of what it means to do something like that. So all of this exposure to each sentence, to each action, the child will start to pick up as an inference and they start to build their knowledge around a certain subject.

We also -- we include some snacks because the kids also love to eat, as you know. You can include food in the information. Deaf mentors often will include activities. And they will model for parents. When they do that, they will teach and empower the parent to take care of themselves and to empower the kids because the mentors are there once a week. They will go in for maybe one hour and mom and dad are home clearly all day and all night. It's important to have the Deaf mentor teaching and coaching as a role model to empower everyone in the

household.

You can see the download it's available on our website. You download it any time. So over to Michelle

>> This is William. I just posted the handouts in the lower left hand corner of the screen there that you can download any time during this presentation. So you will see the blank activity sheet, the transportation activity sheet as well as a PDF of today's slides from today's presentation.

>> Thank you, thank you so much. Thank you, Michelle says.

So now you can see the eight different read kits that we have available. We have volunteers to help make them packing the bags and getting everything ready. Those eight kits are available for loan. We have them in English and in Spanish. Just so you can see what we have, we have the doctor. Doctor's visit. We have a food kit. We have Spot the dog kit. We have transportation kit is what we just showed you. We have an animals kit, a food kit, bedtime, peek-a-boo and my body. All of these are available tomorrow.

>> Karla says: This is in the State of Illinois. We will loan them in the State of Illinois. But let's say you don't live in Illinois and these sound like an intriguing idea. Hang on a minute we have a deal for you. So if you don't live in Illinois and you can't easily borrow these kits but if you are a working professional or a parent or if you are a Deaf mentor, right? You can go to our website and go through pick, download the template for each of the kits that we have. Go to the library and get the books from the library many of the things that the -- the toys you probably already have in your home, right? So especially if you are looking for transportation for a kid who you already know is interested in transportation. So using these templates you can create your own kit. If you are thinking you would like a different book or if you would like a book that you have at home and have the kit built around that, you can click on it and create a blank template and create your own ideas and your own kit using those books that you have that you think are good models for this, right? So this can grow with you. The other thing is that Deaf mentors as they come in and they visit homes they can make these bags for themselves and they can bring them to the homes and use them as teaching materials and they can be used there and played with and encourage interaction and

linguistic creating a rich linguistic environment. Using books as the point of reference. Instead of saying, okay, we will read come sit down next to me and here are words, here are words, here are words. Right?

>> Our website is right there. www.choicesforparents.org back literacy. If you are into that, you will see all of the kits. You will see the templates and build your own kits and have all of the template documents and everything is there. Plus our website also has teaching directions -- PowerPoints webinars which will explain how to teach these ideas. What the strategies look like when you are using them in instruction. So please go to the website, check it out and see what's there. You know, if you have a Deaf mentor or if you yourself are a Deaf mentor, take these resources and use them. We think that they are wonderful and we think you will really benefit from them.

>> So this is William. I would like to open up a question box now and I will move a few things now on this screen. You will notice that your downloadable files are there in the PowerPoint box. You should also be seeing the e-mail address and website addresses for the resources that were just discussed. And now I'm going to open a questions field here provide you an opportunity to type in your questions. I will read each question allowed giving our presenters an opportunity to have a moment to think and then respond.

>> Karla said: I would also like to add, in order to make the reading kits we received funding -- but OB -- foundation. And we want --

>> It's the over cotter foundation.

>> And we want to say thank you so much to them. The over Carter foundation for providing us the funds necessary to create these kits.

>> Okay. That's right. So we have a few questions here, can I apply those files in my work with families is the first question?

>> Sure, that's what they are there for. Karla says, it's what is there. It's free. Download it. It's yours of elaborate on it. Do whatever you want. This is not my idea to be held, you know, separate from the world. This is why we are here, man! Put it out there. Use it. If you can use it. We want to create

resources. That's why we created the kits for. We want these ideas to be out there and we want these opportunities to be given to children and parents with Deaf children.

>> The next question, this is William. The next question is: What is your recommendation for using these kits during remote or virtual visits with children?

>> Well well, Karla says -- well, COVID is kind of the thing right now. A lot of our home visits are virtual. That's true. That makes it really hard. It's not as rich as it is when you are in person and can be involved. But you know, you can only do your best. Our biggest challenge is with the youngest children. You know, they are not necessarily -- they don't necessarily automatically make eye contact and engage when you are on a screen.

Karla says: I would like to also add that with COVID is more focused on virtual so mentors tend to be coaching the parents more and allowing the parents to do as they are being coached with the child. If the kid is totally not interested and wanders off, the parents still have the opportunity to stay engaged with the Deaf mentor or the Deaf coach and learn and create ideas for how they can engage their children at a later date. So the next time the kid comes in, they might be totally into it. But sometimes kids are just kids. They are like, I don't want do this right now and they wander off. That's has to be okay. It's much more challenging now in a COVID well, you know? You have to just sort of change the perspective a little bit and instead of targeting the children you have to target the parents who have the ability to have an attention span and give them as much as you can to help them create an engaging experience for the children.

>> This is William. The next question is, is there a place where the blank activity pages can be shared with other Deaf mentors. If I make one about a book, for example, how can it be shared with others?

>> Well, if you come up with template ideas and you don't mind to share them with me, I will add them to our library and I will make them available on our website to share with other people. Is that what you are looking for? Just go ahead and --

>> The next question is, are the loaned READ kits given to

families or returned? Describe how this works, please.

>> So when families want to borrow the kit, they get in touch with us through the website. We will mail them the kit and they keep them for three weeks. It's a library lending situation. When they are done with it for that three weeks, then we have them send it back to us.

Karla says: We have a partnership with the lending library in our state so the agreement with them is they allow us to give the kits to them and they allow people to check the kits out and then bring the kits back. We are taking advantage of that partnership in our local area which allows people, Deaf and Deaf-Blind and hard-of-hearing agencies that are supporting these people to be able to access these kits and get these kits out to the families.

>> This is William. I'm going to post each question this way as well as I read them. Do you have any tips for building a virtual relationship between Deaf mentors and young children. So much of our interactions is virtual these days.

>> This is Karla: A few ideas that I could share to have some fun might be trying to use things that are not just sitting around and talking. Using things. Find toys. Find games, move around in front of the camera, picture books, something to kind of go off screen and bring on like a surprise. Share with them. Kind of collaborate with their parents. You know, maybe mom can help try to re-focus back to the screen, back to the screen, back to the screen and make it fun. For example. We have this book, and we can say, look, and you look for a page and you turn it around and when you are done, it has the sweet little moment where it waives and it's saying, all done and that's the sign for finish. Sign for done. It's novel. Novelty, new things. Something that's going to catch somebody's attention. And it's a really important thing to try to find an attention grabber to make someone fascinated and kind of hook them in and it's possible. It's difficult but possible. So that's our goal and that's one of the tips that I have.

If there are any more, Ell?

What about the next question?

>> The next question is excellent presentation. What about bilingual ASL English books in multi-media format? Can Deaf

mentors model these?

>> Karla speaking: Yeah, absolutely A Deaf mentor can model everything. Absolutely. Definitely yes. I mean, for the purposes of language, absolutely. Bilingual, ASL, English, signing and showing the language. Children learn by sitting and being taught? No, they learn by doing and they learn by socializing and taking things as they come to them and absorbing them. You know, you go back and forth between ASL and English and you're signing and you show the words in the book. You say, there are children walking. Those are signs for walking. And then you show them in English and the book, walk. It's an easy connection and it's an easy correlation. So, you know, instead of sound. You make the sound visible. You can say, hearing, but you make the sounds. You show on your lips. You can show in the speech what's included. So it can be done through speech and sign and anything that be related through the book and through the word.

>> This is William. We have many questions that we will not be able to get to today, but I will have one more question for you. How do you teach the vocabulary via signs when you mail these kits out? Link to signers or is there a video of someone signing the vocabulary for the books.

>> Our Deaf mentors train and they are trained how to use our kits. So before hand we will discuss kind of a target vocabulary we will use for each kit. For example, the transportation. We have the car. We have a track. We have stop. We have go. And emphasizing all of these different aspects of transportation. The intention is not to teach about transportation. It's to expose. It's to expose vocabulary words. It's not teaching how to sign the book. We don't have videos within the kit. We don't have videos of Deaf person signing the book. The goal here is not to literally teach the book, how to sign each word. There are so many videos available. There is Google signs for cars. I mean there is a myriad of ways to get signs for the simple things in these kits. So the goal is to teach the grandparents how to sign car. Maybe that's part of it, too.

>> This is William. We have reached the top of the hour. I want to give a big thank you to our presenters, obviously. To our interpreters and our captioner for your services today. And then, of course, to everybody in our audience for your time and attention today. We should all be thankful that the technology

works for us today after the challenges at the beginning. So I am expressing that gratitude on behalf of everyone.

Before you all run off, I would like to invite you to click on the screen that you see here to give us feedback on today's webinar and you can also receive a certificate of attendance for your time attending today. Remember that today's webinar has been recorded and will be available to stream on infanthearing.org in the next couple of days.

So if there are people that you know of that were not able to attend live, you can invite them to go to that link and to have them view this video as well.

Karla and Michelle, thank you so much for your excellent presentation today. And one last reminder, everyone, if you haven't had a chance to download the files in the lower left hand corner, please do that if that would be useful to you. Thank you, everyone. And Lenore, if you wouldn't remind -- wouldn't mind giving me contact information in the presenter chat that would be great. Have a good day, everyone.