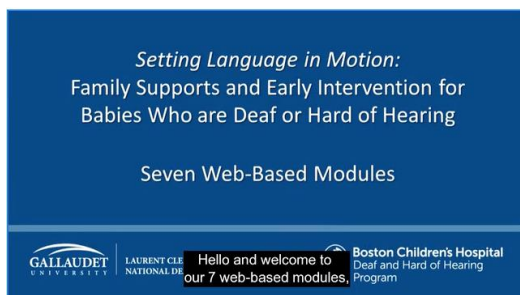


Module: Overview



Activities: General Ways to Use “Setting Language in Motion”

Activity 1: Use the American Sign Language (ASL) version of *Setting Language in Motion* with families to enhance learning of ASL.

- Have families view portions of the content with and without the captions and voiced narration.
- Teach families ASL signs within the context of the videos (e.g., sign for *family, deaf, intervention, support, speech, communication, language, development*).
- Discuss concepts related to ASL and English as separate, independent languages.

Activity 2: Compile a notebook containing all handouts provided throughout *Setting Language in Motion*.

- Share individual handouts to support each module as needed.
- Provide families with a notebook of all associated handouts to have as a reference.

Activity 3: Use *Setting Language in Motion* to stimulate learning during tele-intervention sessions (when local face-to-face resources are not available or a family cannot participate in early intervention services).

- Have families watch a module each week and then discuss the information via distance media (e.g., Skype, Facetime).
- Have families review the handouts associated with each of the modules to support distance education discussions.

Activity 4: Use *Setting Language in Motion* as a resource during support groups for families.

- Share the following about this resource:
 - how it is available in ASL, English, and Spanish;
 - what is included in the modules (e.g., basic information on various topics integral to working with families of children who are deaf or hard of hearing, including many family interviews); and
 - how the information within the modules can be individualized and applied to each child and family's journey.
- Have families view specific modules during the support group. After reviewing the module:
 - Provide families with the opportunity to ask questions. Respond to questions as appropriate based on your background/expertise, refer families to other professionals on topics outside of your area of expertise.
 - Provide opportunities for family members to share their experiences related to the module topic.
 - Share additional resources pertaining to each module. (See handouts and additional resources within each module.)

Activity 5: Utilize the Spanish version of *Setting Language in Motion* during 1-1 intervention, tele-intervention, or support group sessions with Spanish-speaking families.

- Utilize interpreters to provide families with the opportunity to ask questions and share their experiences based on the various modules.
- Share with families the associated handouts that are available in Spanish.

Activity 6: Have family members view and reflect on the various family experiences/stories throughout *Setting Language in Motion*.

- Ask family members what they see in the highlighted families that remind them of their own family. Encourage family members to share that part of their own story (e.g., when their child was first identified, during the decision-making process for a cochlear implant).
- Ask the family, “What impacted you when listening to others’ stories?” Each family may find something different that resonates with them.

Activity 7: Videotape family members discussing important aspects of their journey related to the *Setting Language in Motion* topics. Give the video to the family as a snapshot of their thoughts on a topic.

- Possible topics for sharing may include:
 - their experience first finding out that their child was deaf or hard of hearing;
 - their experience first beginning early intervention;
 - what they know about their child’s hearing abilities;
 - what it was like to get hearing aids for their child, and what they would share with other families about hearing aids;
 - their experience learning sign language;
 - if applicable, their journey in obtaining a cochlear implant for their child (e.g., decision making, the cochlear implant process, life and outcomes after implantation);
 - how their family communicates, how they figured out what worked for their child and family, and tips about language and communication they would like to share with other families; and
 - what it is like being a parent to a child who is deaf or hard of hearing (e.g., some of the joys and challenges, how it has impacted them as a person and as a parent).
- Ask family members if they would allow you to have a copy of the video to share their story with others. If so, share videos on the various topics with other families at a similar place in their journey.

Activity 8: Use the *Teach-back method to support family understanding about the various topics covered throughout *Setting Language in Motion*.**

*Teach-back is a strategy used by healthcare professionals to confirm that the provider explained information clearly by having the family member explain in his or her own words what he or she needs to know or do. It is a strategy to check for understanding and to determine if it is necessary to re-explain information. It is a research-based health literacy intervention that promotes adherence, quality, and patient safety. (For more information about how to use this strategy, see [Always Use Teach-back!](#) and [10 Elements of Competence for Using Teach-back Effectively](#).)

- Have families view various modules/topics within *Setting Language in Motion*.
- Ask specific questions using the Teach-back method to verify the person receiving the information heard what was said.

Activity 9: Have families think about the following related to various topics discussed in *Setting Language in Motion*.

- How might they envision their child as a communicator in the future (e.g., Talking? Signing? Both?)?
- How might they use various modules to assist in advocating for their child's needs (e.g., showing Module 4 on the benefits of sign language to their medical service provider who may not see the value of signing).

Activity 10: Utilize the local library to support family access to *Setting Language in Motion*.

- Encourage families to utilize library computers to view *Setting Language in Motion* if they do not have computer access at home.
- Plan a "home visit" to the library with the family to view and discuss various modules of *Setting Language in Motion*.
- Use other library resources to expand on topics covered in *Setting Language in Motion* (e.g., ASL story time, books on raising a child who is deaf or hard of hearing).

Activity 11: Use *Setting Language in Motion* to support professional development for service providers new to early intervention, students in graduate training programs, and allied medical professionals.

- Share *Setting Language in Motion* with individuals who may be working with students who are deaf or hard of hearing to expand their knowledge about the various topics.

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