

Study Aims to See How Children with Cochlear Implants Learn Words

Hi-tech approach uses eye-tracking devices to learn how children absorb information

The Ohio State University Wexner Medical Center

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NEWS PACKAGE



SUGGESTED TEASE	A COCHLEAR IMPLANT IS AN INCREDIBLE DEVICE THAT ALLOWS DEAF CHILDREN TO HEAR, BUT COMMUNICATION CHALLENGES REMAIN. COMING UP, SEE HOW TECHNOLOGY IS EMPOWERING CHILDREN AND PARENTS ALIKE WHEN IT COMES TO LEARNING NEW WORDS.
ANCHOR LEAD	THE MOMENT A DEAF CHILD HEARS A PARENT'S VOICE AFTER RECEIVING A COCHLEAR IMPLANT IS INSPIRING. BUT MANY OF THESE CHILDREN STILL FALL BEHIND IN LANGUAGE SKILLS. SOME BARELY USE SPEECH TO COMMUNICATE EVEN YEARS LATER. NOW, AS CLARK POWELL SHOWS US, RESEARCHERS HAVE LAUNCHED A HIGH-TECH STUDY TO BETTER UNDERSTAND THEIR LEARNING PROCESS - WHICH COULD NOT ONLY HELP THESE CHILDREN, BUT THEIR PARENTS, TOO.
(PACKAGE START) ----- CG: Courtesy: The Ohio State University Wexner Medical Center :00 - :03	(Nats - Family coloring together) :02
Shots of Logan coloring	LOGAN LODGE'S PARENTS WERE ELATED WHEN A COCHLEAR IMPLANT ALLOWED THEIR SON TO HEAR FOR THE FIRST TIME AT TEN MONTHS OLD.
Closeup of cochlear device	BUT THERE WERE STILL CHALLENGES AHEAD TO HELP LOGAN COMMUNICATE ON THE SAME LEVEL AS CHILDREN WITH NORMAL HEARING. :12
CG: Sarah Lodge Son has a cochlear implant	<i>"We had never experienced communicating with a deaf person at all before our son was born, so it was interesting for us to learn how to communicate and how to teach Logan how to communicate with us."</i> :13
Shots of Houston looking at footage from study with team	RESEARCHER DEREK HOUSTON SAYS THAT'S A COMMON STRUGGLE FOR PARENTS OF DEAF CHILDREN.
Shot of Sarah and Logan walking in	SO TO BETTER UNDERSTAND HOW CHILDREN WITH COCHLEAR IMPLANTS ABSORB INFORMATION

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<p>Shot of head camera being put on Logan</p>	<p>AND LEARN NEW WORDS, HE DESIGNED A STUDY AT THE OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER, WHICH OBSERVES PARENT AND CHILD INTERACTIONS FROM SIX DIFFERENT CAMERA ANGLES. :17</p>
<p>Shots of Sarah and Logan in session with toys</p>	<p>(Nats - Sarah says the name of a toy) :02</p>
<p>Close-up of Logan with eye tracker</p>	<p>THE PARENT PRESENTS TOYS WITH DIFFERENT NAMES TO THEIR CHILDREN, AND EVERY DETAIL OF HOW THE CHILD REACTS IS RECORDED. :07</p>
<p>CG: Derek Houston, PhD Ohio State Wexner Medical Center</p>	<p><i>“To give even more detail about that, they're also wearing eye-tracking devices.” :06</i></p>
<p>Shots of Logan and Sarah in study session</p>	<p>THOSE DEVICES HELP RESEARCHERS UNDERSTAND WHAT CATCHES A CHILD'S ATTENTION DURING CONVERSATION AND HOW PARENTS MIGHT BE ABLE TO USE THAT INFORMATION TO BETTER COMMUNICATE. :09</p>
<p>Derek Houston (CG'd earlier)</p>	<p><i>“The timing of when a parent says a label and what the child is doing, when the label is said, predicts whether or not the child will learn a word.” :14</i></p>
<p>Shots of family</p>	<p>LOGAN'S PARENTS USE WHAT THEY'RE LEARNING FROM THE STUDY TO CONSTANTLY REINFORCE LANGUAGE BY DOING THINGS LIKE NARRATING EVERYDAY ACTIVITIES.</p>
<p>Shot of Logan talking</p>	<p>AND THEIR HARD WORK IS PAYING OFF. :09</p>
<p>Sarah Lodge (CG'd earlier)</p>	<p><i>“Honestly, there are many times throughout the day that I forget that he's deaf at all, which is just incredible.” :05</i></p>
<p>Shot of family</p>	<p>AT OHIO STATE WEXNER MEDICAL CENTER, THIS IS CLARK POWELL REPORTING. :03</p>
<p>(PACKAGE END) ----- ANCHOR TAG</p>	<hr/> <p>RESEARCHERS HOPE THAT THIS METHOD OF PARENT-CHILD OBSERVATION WILL BE EXTENDED IN THE FUTURE TO LEARN MORE ABOUT THE BEST WAYS TO TEACH LANGUAGE SKILLS TO <u>ANY</u> CHILD. IT CAN ALSO BE TAILORED TO HELP WITH SPEECH DEVELOPMENT FOR SPECIFIC GROUPS, SUCH AS CHILDREN WITH A-D-H-D OR AUTISM.</p>

SOCIAL MEDIA

<p> Share it! Suggested tweet:</p>	<p>Researchers @OSUWexMed use cameras to examine how children with cochlear implants develop language skills differently. http://bit.ly/2k07UMI</p>
<p> Suggested post:</p>	<p>Researchers at The Ohio State Wexner Medical Center</p>

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	<p>discover how children with cochlear implants develop language skills differently. They use head-mounted cameras and eye-tracking devices to examine every aspect of word-learning sessions with their parents.</p> <p>http://bit.ly/2k07UMl</p>
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EXTRA BITES

<p>CG: Derek Houston, PhD Ohio State Wexner Medical Center</p>	<p>Houston describes the goal of the study: <i>“To see, not just how their interactions differ than interactions of parents with normal-hearing children, but how these different interactions lead differently to successful word learning.”</i></p> <p>Houston says hearing-impaired children learn differently: <i>“The hearing loss affects the entire system. And it affects how they communicate and how they interact in a, multimodal way.”</i></p> <p>Houston describes how the cameras capture interactions: <i>“What they’re hearing, what they’re touching and what the parent is touching all at the same time. That allows us to look at many different aspects of interaction.”</i></p> <hr/> <p>Lodge says they’ve worked hard to develop Logan’s speech: <i>“He works really hard, and he’s always working hard to listen, and we work hard with him, too. So, it’s been a long road, but we’re very happy with where we are right now.”</i></p> <p>Lodge talks about narrating their day to reinforce language: <i>“One of the biggest things that we learned was to just narrate our day. So the more spoken language Logan experienced, the more spoken language he would reiterate.”</i></p> <p>Lodge talks about Logan attending school with hearing children: <i>“We have a really good balance. Logan attends the Ohio School for the Deaf three days a week, but he also attends a typical preschool two days a week where he is with all hearing peers and he is very successful. And so I think we’re extremely confident that by kindergarten he should have very little or no accommodations.”</i></p>
<p>CG: Sarah Lodge Son has a cochlear implant</p>	

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