



A Family Sets High LSL Expectations

Julie Lyles Carr: I think the other thing, too, is that we each experience the journey a little bit differently. I initially, the first few months, was just in a fog. And then started the research process, and we found this way and threw ourselves into it. And I think there were varying levels of us being able to learn how to use the approach of LSL and learn how to work with our early interventionist. And there were starts and stops and gaps in places that we had to figure some things out, and figure out how we were going to partner in this thing with Maesy.

But once we all got in the same groove with it-- even though it took a bit to learn some of the philosophy, and some of the approach, and some of the tools we would be using-- I think once we got there, then it created an environment for Maesy that, everywhere she turned, we were all using the same kind of prompts. We were all using the same kind of tools. And we all had the same expectations of her. So she had an entire team of people around her-- from parents, to siblings, to her early interventionist-- who were all expecting her to communicate and to listen, and that we knew she could do so much. And I think to have a core of people and a team who believe in you is so powerful, when it comes to Listening and Spoken Language.

Mike Carr: And having-- you talk about the early interventionist and having her model that expectation, because sometimes our expectation, as the parent's heart, could not be as strong-- I just didn't know what was fair to expect of her. And so whenever she'd come in and say she absolutely must do this, the world will expect this of her, it was really good to be able to see that model and say, OK, that's not unfair, to expect great things out of her.