

## Start with the Brain and Connect the Dots

**Teresa:** Hi Carol it's great to see you, thanks for joining me today for a quick conversation about the Logic Chain, connecting the dots, the paper that you wrote for Hearing First that really did a beautiful job of taking and summarizing some key research to pull together the evidence regarding and explaining Listening and Spoken Language on the way to literacy.

**Carol:** Well, thank you so much for inviting me to work with you and Hearing First in developing this document. There's such a bounty of research out there in the world that supports the development of Listening and Spoken Language for families who want that as their outcome but that information wasn't organized in any really useful way. There's so much out there in so many different arenas that I thought it would be enormously helpful if we took the different dots, the different pieces of what it takes to get the outcome that so many families want for their children who are deaf or hard of hearing.

**Carol:** So, what's in this document, that's already forty pages long, is not an exhaustive display of research it's just a sample of research in each of the different areas from the brain to the family language to technology to Listening and Spoken Language practice to literacy enrichment. It's putting all of that, it's the bits and pieces of the research that demonstrates the value of this systemic practice.

**Carol:** So historically we have all thought about hearing occurring in ears, but it occurs in the brain. So, we have to start this whole logical process of understanding what happens in the brain with auditory information when we get it through this portal that is blocked. See, hearing loss is a blockage in this portal, something that happens in the outer, middle or inner ear that interferes with this environmental auditory data from reaching the brain. So, how do we analyze what this blockage is? How do we use technology to get through this doorway and then how do we develop this auditory brain with information? And that's kind of all of these different pieces and linkages of this logic chain.

**Teresa:** As you think about the logic chain, how do you envision or what do you think the importance is of this paper for families?

**Carol:** Well I think we can look at this in several ways, this paper, the logic chain. One is in providing information that will assist and informing the family as they make a choice for how they want to raise their child and communicate with their child. Because ultimately, the family is the ultimate decider. They get to decide how they want to raise and communicate with their child. And our job as professionals is to make sure the family is fully informed about the information and the logic and the research that we have available to allow them to make, to receive information and make informed decisions. And I also see the logic chain as working in a way to assist professionals as they speak to legislators as they look at school boards and school systems and early interventionists

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to explain what it takes to obtain that listening, spoken and reading outcome if that's what the family chooses for their child and for their family.

**Carol:** I mean, what do you think about that idea?

**Teresa:** You know, I think that it could be a very valuable tool. I think that what it, what the logic chain and how you laid out the information really is, designs a process by which families and professionals can use that diagnostic tool to analyze all the components of what it takes for a child to listen and talk and reach third grade level reading by third grade.

**Teresa:** You know, if you think about it, if there were one key point or message that you would want readers of the logic chain to take away as they read this or that it would stick with them, what would that be?

**Carol:** Oh, it's that developing, that the parent chooses as their communication option Listening and Spoken Language for their family that they get, we all get that we have a system that has to be put in place. That there are understandable, recognizable, identifiable components. So, that we aren't just making it up as we go along. We know what it takes. We know from biology all the way through literacy. We have a plan, we have a system. And we can categorize and identify the components of this system. It's not, there's nothing mysterious about what we're doing. I think maybe that's the main thing. We have a system, we have the pieces and parts and they all have to be in place and we know what it is. We know what it takes.

**Teresa:** I just want to say thank you so much for doing this labor of love to make this contribution to the field. I think it will be a terrible tool in terms of and used in many, many ways. And you know, at the end of the day, what we all are about is making a difference in the lives of little ones isn't it? And supporting families.

**Carol:** Yes, That's right. That's what we're doing.

**Teresa:** Yeah, well thank you Carol, look forward to another chat sometime.

**Carol:** Oh yes, thank you and thanks to Hearing First for making this possible.