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**HOPES**  
Habilitation Outreach for Professionals in Education

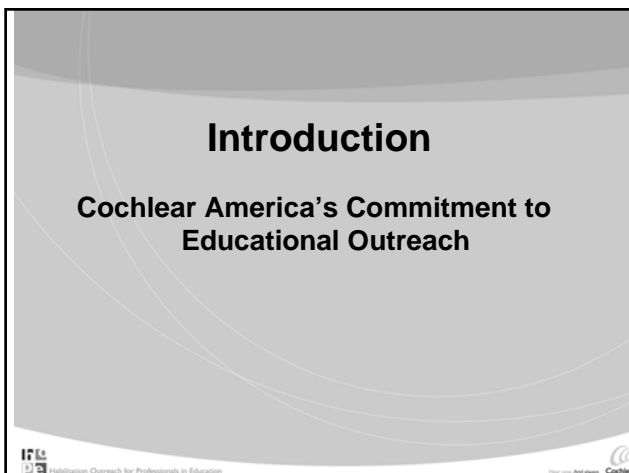
### Auditory Therapy for Young Children: Parent and Professional Partnership

MaryKay Therres, CCC-SLP, Cert. AVT  
Cochlear Implant Program, The Children's Hospital of Philadelphia

Hear now. And always. **Cochlear**

## Introduction

### Cochlear America's Commitment to Educational Outreach



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## Presenter:

MaryKay Therres, M.S.CCC-SLP, Cert. AVT

- SLP on The Children's Hospital of Philadelphia Cochlear Implant Team
- Previous member of Children's Hospital Oakland Cochlear Implant Team
- Co-author *AuSpLan: A Manual for Professionals Working with Children who have Cochlear Implants or Amplification*
- Over 15 years of experience with children who are deaf/hard of hearing



## After Identification: Choices and the IFSP/IEP

### Developing Audition

### Partnership

IFLE  
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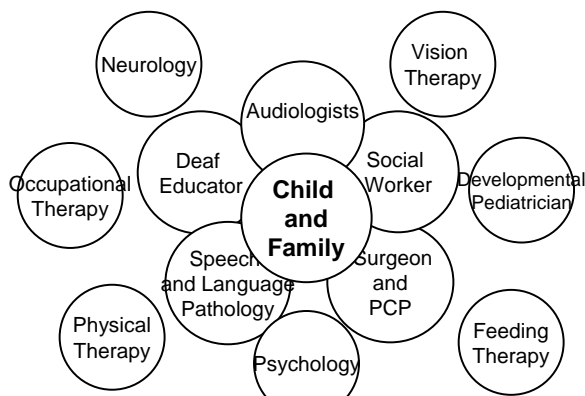
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## Communication/Educational Methods

- Auditory-Verbal
- Auditory-Oral
- Cued Speech
- Total Communication and/or Simultaneous Communication
- Bilingual-Bicultural
- Special Education



## Expanded Team



## Who is on the IFSP/IEP team?

- Teacher of the Deaf and Hard of Hearing
- Speech-Language Pathologist
- Educational Audiologist
- Parent
- General Education Teacher
- Resource Teacher/Reading Specialist
- Notetaker
- Interpreter
- Others: PT, OT, Service Coordinator

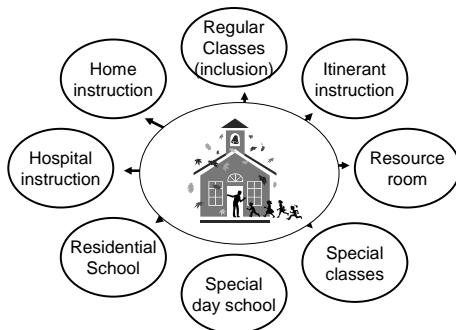
### Members of the team should know or educate themselves regarding :

- Developmental hierarchy of listening skills
- Normal speech and language developmental milestones
- Normal play and cognitive skill developmental milestones
- Strategies and materials appropriate for young children with hearing loss
- Resources for Assessment and Curriculum development
- Be familiar with hearing loss and deaf education

### Questions for Families to Ask

- What is the Educational Philosophy of my child's program or therapist?
- Who are the professionals providing services and what are their professional degrees?
- Are they experienced in working with children with CIs?
- What are the future educational programs?
- Is the program offered going to meet my child's needs?  
(appropriate services/peers/expectations)

### The Educational Setting: Placement Options



### Delivery System

0 – 3: Home-based services



3 – 5: Center-based preschool program



## Desired Educational Placements

### Early Intervention

Birth – 3 years  
Home or Center  
Teacher of the Deaf  
Speech-Language Pathologist  
Auditory Verbal Therapist  
Early Intervention Specialist  
Parent Education  
Play Group

### Preschool

3 - 5 years  
DHH Preschool  
Regular Preschool  
Teacher of the Deaf  
Speech Language Pathologist  
Parent Education

## 7 Competencies for Professionals Providing Early Intervention Services

Based on documents prepared by Joint Committee on Infant Hearing (2000), the Joint Committee of the American Speech-Language-Hearing Association, and the Council on the Education of the Deaf Regarding Service Provision to Children who are Deaf and Hard of Hearing Ages Birth to 36 Months (1994), as well as input from professionals involved in planning process for graduate program in early intervention in deaf education at Fontbonne University

Rice, G., & Lenihan, S. (2005). Early Intervention in Auditory/Oral Deaf Education: Parent and Professional Perspectives. *The Volta Review*, 105, 73-96

## 7 Competencies

1. Understands the development of infants, toddlers, and young children who are deaf or hard of hearing including specialized audiologic and communication needs.
2. Collaborates with professionals in audiology, education, psychology, health, and social services in a transdisciplinary approach to provide services for young children with hearing loss applying the research relevant to early intervention and early childhood.

## 7 Competencies (continued)

3. Assesses the development of infants and young children and prepares *Individual Family Service Plans (IFSP)* that address the social, emotional, health, and educational needs of children and their families reflecting an awareness of multicultural issues.
4. Implements family-centered intervention strategies that recognize the crucial role the family plays in the development of a child who is deaf or hard of hearing, using appropriate counseling strategies, including referral, when needed.

### 7 Competencies (continued)

5. Develops curriculum and effective instructional plans, including appropriate techniques and strategies, resources, material, equipment, and media for young children.
6. Understands program administration and develops skills for supervising service providers in early intervention/early childhood in deaf education.
7. Advocates for the provision of high quality services for all children with hearing loss and their families including programming in least restrictive environments.

### 7 Competencies (continued)

Two areas parents and professionals agreed upon:

1. Knowledge of child development
2. Family centered intervention

Are critical to early intervention

### Developing Auditory Skills



International Federation of Logopedists and Audiologists



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### Auditory Goal

- Should follow a developmental hierarchy to determine goals and activities appropriate for the child
- Should be done as direct and indirect instruction to support the child's ability to listen throughout the day

***Should be enjoyable***

## Auditory Curriculum

- Organized hierarchical plan to facilitate development of auditory skills
- Children receive best benefit from combination of direct instruction and exposure to language in natural environments (home and school)
- Direct instruction helps develop skills that can be carried over into natural environments which is the most meaningful context
- Provides accountability-monitor and track progress
- Developing speech perception skills facilitate development of spoken language skills



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## Auditory Curriculum

- Spice [www.cid.wustl.edu](http://www.cid.wustl.edu)
- DASL II [www.cochlearamericas.com](http://www.cochlearamericas.com)
- W\*A\*S\*P\* [www.bionicear.com](http://www.bionicear.com)
- Learn to Talk Around the Clock [www.agbell.org](http://www.agbell.org)
- CAST [www.linguisystems.com](http://www.linguisystems.com)
- Listening Games for Littles [www.agbell.org](http://www.agbell.org)
- Cochlear Implant Training Guide with CD's-Second Edition [www.agbell.org](http://www.agbell.org)
- Listen Learn and Talk, Start Listening [www.cochlearamericas.com](http://www.cochlearamericas.com)
- AuSpLan order by phone 510-428-3344



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## Integrating Listening into Home and Classroom

### Strategies:

- Auditory learning should take place throughout the day
- Improve the listening conditions
- Point out sound sources
- Talk about what you are doing (self talk)
- Incorporate relevant vocabulary
- Respond to child's communication
- Use routines to help child learn language

## Parents as Therapy Partners: Early Intervention

- "Coached" by intervention providers to be primary facilitators of auditory and oral development
- Educated on normal and atypical development
- Guided to develop listening as a way of life (integration of listening)

### What to Expect?

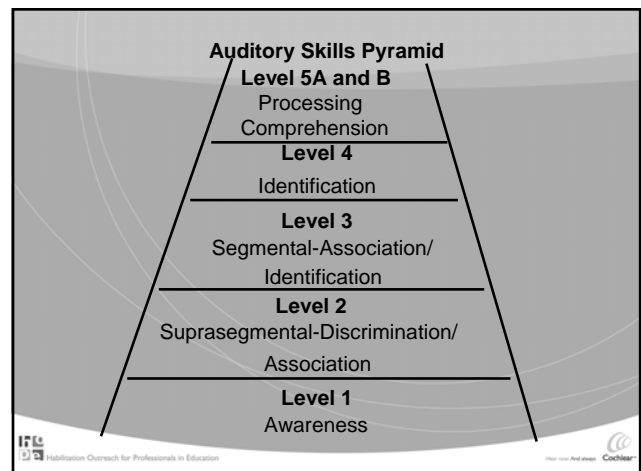
- For infants and toddlers we may only require a “ facilitation” strategy for language learning
- Use real life objects and meaning
- Incidental learning most significant
- Natural strategies: vocal play, shared attention, model, expand, repeat, rephrase

### Parents as Therapy Partners: Preschool

- Responsible for choice of program
- Be part of goal development
- Be involved, attend or communicate with teacher(s) and therapist(s)
- Responsible for carryover of skills

### Therapy Strategies

- Therapist uses parent as model for child
- Therapist models for parent
- Parent becomes “therapist”
- Move from contrived situations to naturally occurring opportunities



## **Auditory Goals**

### **Awareness**

- Listening position
- Auditory stimulation with noise makers
- Respond to voice
- Music on/off
- Toys that make noise

## **Auditory Goals**

### **Attachment of Meaning to Sound**

- Familiar words/phrases by length and/or intonation
- Learning to Listen Sounds
- Build vocabulary starting with child's interest

## **Auditory Goals**

### **Discrimination**

- Start with large sound differences- words that differ by vowels and consonants
- Words that differ by vowel only
- Words that differ by one consonant only
  - manner of production
  - voice
  - place of production

## **Auditory Goals**

### **Identification (in sentences)**

- One key word
- Two key words
- Three key words
- Four + key words

Auditory memory, larger chunks of information



## **Auditory Goals Comprehension**

- “Wh” questions
- Advanced vocabulary, word webs
- Paragraphs
- Complex directions
- Cognitive language skills
- Conversation

## **Therapy Partnership Communication Between Family, Medical and Educational Settings**



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## **Defining our Roles**

### **Teacher-of-the-deaf:**

- Brings developmental perspective looking at milestones for language, cognition, play skills, early literacy
- More holistic, natural approach
- Primary parent educator
- Takes lead in area of child's auditory skill develop. Must support teams understanding of auditory hierarchy and how to support generalizing goals into all home events

## **Defining Our Roles**

### **Speech-Language Pathologist:**

- Primary focus on speech and expressive skill development
- May follow more of a medical model for therapy approach
- Oral Motor development
- Assessment
- Helps team understand how to support speech production

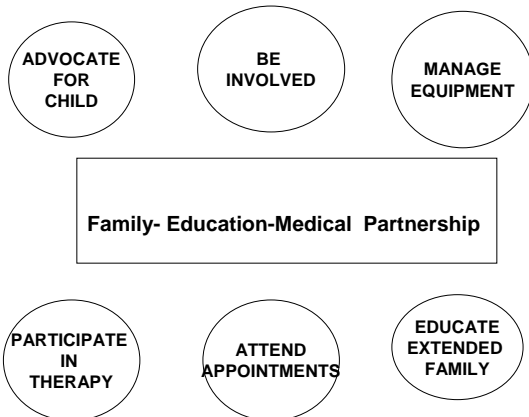
## Defining Our Roles

### Family:

- Primary facilitator of auditory, speech and language development
- Be “coached” by professionals and carryover techniques into all aspects of life
- Be familiar with goals/expectations
- Helps team understand their child and what is unique to him/her
- Seek out and obtain appropriate services for their child

## Communication Among Partners

- Keep documentation
- Share IFSPs and IEPs
- Share communication book
- Share reports
- Be aware of therapy goals and progress
- HIPPA and school release of information
- Know your service providers



## Conclusion

- Choices for mode of communication and educational program-come prepared to the IFSP/IEP
- Be familiar with auditory curriculums, hierarchies of auditory development
- Understand the importance of Team: medical-educational-family and each members role
- Recognize how critical appropriate Early Intervention Program and continued educational program is to success of child

## Next Up for HOPE Online

**Tuesday, July 31, 11:00 am ET**

*Literacy for Littles*

Mary Ellen Nevins, Ed.D. & Ashley Garber, M.S., CCC-SLP, HOPE Specialists

**Tuesday, August 7, 2:00 pm ET**

*Transition to Preschool for Children with Cochlear Implants*

Kimberly Peters, Ph.D., CCC-A, Cert. AVT, Western Washington Univ

**Wednesday, August 15, 2:00 pm ET**

*Using Experience Books to Promote Early Literacy*

Marguerite Vasconcellos, M.S. CED, Cert. AVT, Bucks County (PA)



## Cochlear Online Events for Parents

**Thursday, July 19, Noon and 3:00 pm ET**

***Back to School with Cochlear Implants: Top 10 Tips for Parents***

Donna L. Sorkin, M.A. Vice President Consumer Affairs, Cochlear Americas

**Thursday, August 30, Noon and 3:00 pm ET**

***Partnering with Your CI Audiologist: How to Get the Best Map***

Teresa Zwolan, PhD, CCC-A, Associate Professor and Director  
University of Michigan Cochlear Implant Program

**Thursday, September 27, Noon and 3:00 pm ET**

***Maximizing Outcomes with Minimal Resources: Tips for CI Kids Without Access to an Auditory Therapist***

Donald Goldberg, Ph.D., CCC-SLP/A, Cert. AVT  
Co-Director, Hearing Implant Program, Cleveland Clinic Foundation



## Contact Cochlear

- For questions on this seminar, please contact:  
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- Cochlear's HOPE program:  
[www.cochlear.com/HOPE](http://www.cochlear.com/HOPE)
- For inquiries and comments regarding HOPE programming, please contact:  
[dsorkin@cochlear.com](mailto:dsorkin@cochlear.com)
- Please send your feedback form to:  
[hopefeedback@cochlear.com](mailto:hopefeedback@cochlear.com)

**Questions ???**  
**and**  
**Answers**

