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(he) Rehabilitation Resources


Parent Power!
Strategies for Successful Parent Participation Sessions


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Hear now. And always. 

Introduction


Cochlear America's Commitment
to Educational Outreach

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Our Presenter


Kathryn Wilson, MA CCC-SLP, LSLS Cert. AVT



—Director, FIRST YEARS
—Over thirty years of experience working in a variety of settings with children who are deaf and hard of hearing and their families.


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Rationale for Engaging Parents

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Family Empowerment

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- A primary goal of Auditory-Verbal practice
 - Competent and capable parents
- Parent participation and parent involvement in all aspects of the child's habilitation

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Why do parents participate?



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

- The ultimate potential for the child to become a successful language-user is directly related to parent involvement. Parents are the magic and parental buy-in is what makes the magic work (Anderson, 2005)
- Parent involvement is the key to intervention effectiveness with children
 - Kaiser, Hancock & Hester (1998)
 - Mahoney, Boyce, Fewell, Spiker & Wheeden (1998)
 - Mahoney & Filer, 1996; Mahoney, O'Sullivan & Dennebaum, (1990)

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How do we effectively engage parents?



- Begin with the parents goals.
- Therapists and educators...
 - Need real expertise in the intervention procedures that will be taught to parents.
 - Must be skilled in teaching parents, open to feedback, and able to dialogue with parents (Kaiser & Hancock, 2003.)

Planning the Session






Lesson plans include goals for...

- Communication
- Auditory Learning/Audiological Management
- Language Development
- Speech Development
- Development of Inner Discipline/Behavior Management
- Cognition/Pre-Academic skills/Pre-Literacy










Considerations




- How many goals are typically covered in a session?
- Which comes first?
 - Selection of goal or selection of activity?
- What strategies will I use?
- Will the plan be skill-based or theme-based?
- What are the child's interests, learning style, and age?
- Will others (siblings, extended family) be included?
- Where will the session take place?













Format for Parent Participation Sessions










Components




- Greeting & Review
- Guided Practice
- Independent Practice
- Parent Information
- Closure












Greetings & Review



- Sessions begin with asking parent(s) specific questions about the child's progress and quality and quantity of home carry-over since the last session.
- Examples and non-examples...

BW/KW/08

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Video



- Nasir Review

BW/KW/08

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Session Goals and Activities



- State the goal to the parent
 - be brief
 - use parent friendly language
 - refer to the source of the goal
 - tell why this goal is important
- Model the strategies you want the parent to learn.
 - State the strategies you want the parent to practice.

BW/KW/08



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
Session Goals and Activities



- Guided Practice
 - Therapist/educator...
 - takes 2-3 turns and then turns the activity over to the parent or...
 - takes a turn, parent takes a turn, and therapist/educator takes another turn or...
 - uses target strategies in a play activity one day, the parent practices the strategies in a session the next day.


Session Goals and Activities



- Independent Practice
 - Parent practices strategies until comfortable without prompting.
- Therapist/educator encourages positive self-evaluation.


Video





- Nasir Guided and Independent Practice


Parent Information




- Use Parent Information Curriculum to insure all necessary information is covered.
- Use handouts, videos, audios, books, other parents, websites as resources.
- When?
 - Last five minutes of weekly sessions while the child plays independently or...
 - At a separate time from weekly session when the child is not with parent(s).



Video



- Hannah Parent Information Session




Parent Information Session Topics




- Communication Options/The Auditory-Verbal Approach
- Communication
- Audiological Management/Hearing Aids/Cochlear Implants
- Behavior Management/Development of Inner Discipline/Effective Parenting
- Speech Development
- Language Development
- Speech Development
- Auditory Development
- Literacy
- Child Development




Closure




- If the parent has not yet recorded the goals and strategies, now is the time to do this.
- There are several ways we can encourage the parent to record the information in writing.
- Have the parent summarize what he/she will practice before the next session.




Video




- Hannah EOS




Obstacles to Successful Parent Participation Sessions






Obstacles

- Poor planning and organization
- Parents who are not given ample opportunity to practice during the session will find it difficult/impossible to integrate new strategies and techniques during daily activities
- Unclear statements from the teacher about what parents need to do
- Activities and materials are not age/stage appropriate







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Obstacles

- Emphasis on testing vs. teaching
- Too much time devoted to counseling/talking with parent—not enough time spent on weekly goals
- No occupying toys
- Interruptions—deliveries, neighbors, phone, siblings
- Child is not ready for the session when therapist arrives






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Upcoming Online Sessions

Next Up:

Thursday, April 19, 2:00 pm ET
An App for That: Literacy Edition
 Ashley Garber, M.S., CCC-SLP, LSLC Cert. AVT
 Listening and Language Connections

Tuesday, May 8, 3:00 pm ET
Addressing the Educational Needs of a Child who is Deaf and Blind: A Parent's Perspective
 Natasha McDougald, Cochlear Americas





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Contact Cochlear Americas

- For questions about this seminar, contact Kathryn_Wilson@med.unc.edu
- For inquiries and comments regarding HOPE programming, please contact: dsorkin@cochlear.com
- For a Certificate of Participation, please send your completed Feedback Form to: hopefeedback@cochlear.com



Questions

