

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



Why do parents participate?



- 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)





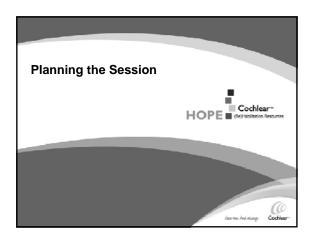
How do we effectively engage parents?



- 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.)







Lesson plans include goals for...

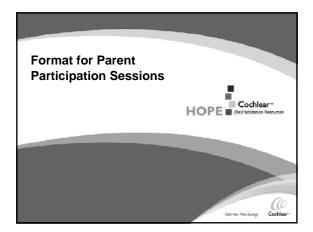


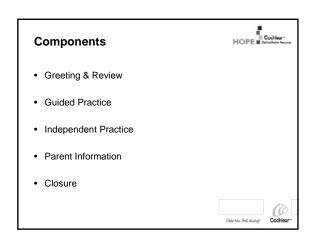
- Communication
- Auditory Learning/Audiological Management
- Language Development
- Speech Development
- Development of Inner Discipline/Behavior Management
- Cognition/Pre-Academic skills/Pre-Literacy



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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?





HOPE # representation for **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... HOPE Cochlear Video Nasir Review HOPE Cochlear-**Session Goals and Activities** • State the goal to the parent use parent friendly languagerefer 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.

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Session Goals and Activities	
Original Properties	
Guided Practice	
Therapist/educator	
 takes 2-3 turns and then turns the activity over to the parent or 	
parent or	
takes a turn inarent takes a turn, and	
 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.	
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Session Goals and Activities HOPE Contract	
Session Goals and Activities HOPE ■ CONTROL HOPE	
Independent Practice	-
 Parent practices strategies until comfortable without 	
prompting.	
 Therapist/educator encourages positive self- 	
evaluation.	-
evaluation.	
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Video HOPE Advantage factors	
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 Nasir Guided and Independent Practice 	
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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 HOPE CONNECTION



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

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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.



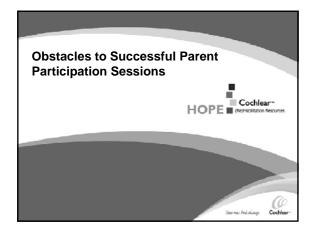
Video



• Hannah EOS







Obstacles



- 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





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





Upcoming Online Sessions



Next Up:

Thursday, April 19, 2:00 pm ET An App for That: Literacy Edition Ashley Garber, M.S., CCC-SLP, LSLS 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





HOPE # CONNECT Contact Cochlear Americas

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





