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<h2 style="margin: 0;">The ABC's of Working with Children with Hearing Loss</h2> <p style="margin: 10px 0 0 0;">Presenter: Candace Haney, MCD, CCC-SLP, LSLS Cert. AVEd.</p> <p style="margin: 10px 0 0 0;">Moderated by: Amy Natho, M.S., CCC-SLP, CEU Administrator, SpeechPathology.com</p>	

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The ABC's of Working
with Children with
Hearing Loss

Candace Haney, MCD, CCC-SLP, LSLS Cert. AVEd.
Speech-Language Pathologist
Listening and Spoken Language Specialist

February 23, 2015

Learner Outcomes

As a result of this Continuing Education Activity, participants will be able to identify:

- 1) factors to consider during assessment of, and determining eligibility for, a child with hearing loss.
- 2) factors to consider when planning intervention for a child with hearing loss.
- 3) examples of each of the 5 primary factors that affect the audibility of a spoken message.
- 4) factors affecting rate of progress for developing communication skills in children with hearing loss.

Key Factors to Remember and Consider:

Hearing loss

- o Background information
 - Medical history
 - Complications during pregnancy, labor or delivery
 - Birth weight
 - Length of hospital stay (NICU)
 - Newborn hearing screening results

- Audiological history
 - Age of identification
 - Method of identification
 - Type of hearing loss
 - Degree of hearing loss
 - Cause of hearing loss

*First YEARS, 2011

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 - Age of identification
 - Method of identification
 - Type of hearing loss
 - Degree of hearing loss
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"Hearing impairment is analogous to having a malfunctioning computer keyboard that interferes with data entry to the brain. ... Amplification technology facilitates data entry by providing a more accessible keyboard." *Carol Flexer*

**Key Factors to Remember
and Consider:**

Audiological Management

- o Medical (conductive)
- o Personal hearing devices
- o Assistive listening devices
- o Maintenance
- o Troubleshooting
- o Measurable benefit

Personal hearing devices:
Hearing aids

Personal hearing devices:
Hearing aids

Personal hearing devices:
Cochlear implants

Assistive listening devices

- Personal
- Soundfield
- Loop
- Wireless
- Direct connect

Maintenance

- Stay organized
- Responsibility
- Consistent use
- Listening Check
- Troubleshooting

- o "The Ling 6-Sound Test"
Minnesota Department of Education,
2010

Troubleshooting

- o Clean
- o Moisture
- o Battery power
- o Parts/pieces
- o Buttons/controls
- o Contacts
- o Remote

Key Factors to Remember and Consider:

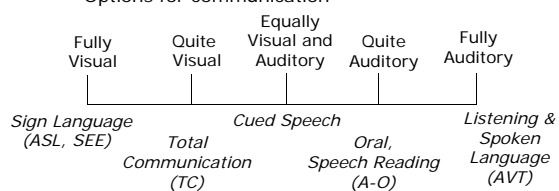
Audiological Management

- o Medical (conductive)
- o Personal hearing devices
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- o Maintenance
- o Troubleshooting
- o Measurable benefit

Hearing devices and
technology
are *NOT* a CURE for
hearing loss...
they *ARE* a TOOL for
listening!

Key Factors to Remember and Consider:

Options for communication



- o "Communication Options-
Reference Chart", Beginnings

Key Factors to Remember and Consider:

Parental Involvement

- o Goals for child's future
 - Primary language of family
 - Chosen mode of communication
- o Consent to evaluate and treat
- o Equal member of IFSP/IEP team
 - Family supports and counseling
- o Accountability
 - Carryover
 - Reporting progress
 - Share information

Key Factors to Remember and Consider:

Eligibility

- o RTI
- o IDEA Eligibility: D/HH
 - 0-2 IFSP
 - 3-21 IEP
- o 504 Plan

- o "Areas to Assess When Considering the Needs/Skill Levels of Children with Hearing Loss", Karen Anderson, www.successforkidswithhearingloss.com, 2014

Key Factors to Remember and Consider:

Eligibility

- o RTI
- o IDEA Eligibility: D/HH
 - 0-2 IFSP
 - 3-21 IEP
- o 504 Plan

Key Factors to Remember and Consider:

Services

- o IFSP/IEP
 - Proactive team
 - Reviews and addendums
 - Special considerations
 - Service delivery options
 - Least restrictive environment
 - Frequency of services
 - Expectations
 - Goals
 - Modifications and accommodations

"Children should truly be members of the class in which they have been placed, not the child who leaves frequently for special instruction or the one who works at the back of the room with an aide."
Mary-Ellen Nevins

Mainstreaming

- "Making ordinary education special." (Little, 1992)
 - Academic mainstreaming
 - Social integration
- Language within 2 years of classmates
 - Social, spoken and written
 - Sustainable growth
- Classroom observations

- "Unless the language levels of deaf children are within 1-2 years of the levels of those in the regular class in which they are placed, they are virtually cut off from the entire verbal input process that is basic to educational experiences." *Amy McConkey Robbins*

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Spoken language development

Auditory skills

- o Detection
- o Discrimination
- o Identification
- o Comprehension

Speech skills

- Effects on academics
- Speech acoustics
- ~~Speech therapy~~ Developing an auditory feedback loop
 - Suprasegmentals (D-I-P)
 - Segmentals
 - Vowels
 - Consonants (M-V-P)
- Provision of set

What are the TWO most critical factors in children with hearing loss achieving academic success?

1. Language level

- "Among the best indicators of a child's potential for success with reading & writing are oral language and meta-linguistic skills" (Katz, Shankweiler and Liberman, 1981; et al.)
- Study sponsored by NIH on 100 profoundly deaf teenagers enrolled in oral and mainstream high school programs in US & Canada demonstrated the primary predictor of achievement is English language competence.
- "One reason that academic weaknesses among HI children tend to persist throughout and beyond their school life is that their communication deficits have never been overcome, and therefore continue to undermine efforts to promote learning." (Ling, Foundations of Spoken Language for the HI)

- Language skills
 - Incidental learning
 - Processing time
 - Comprehension before expression
 - Conversational competency
 - Grammar
 - Language samples
 - Metacognitive approach

2. Vocabulary knowledge

- "There is one skill that matters above all others, because it is the prime predictor of school success or failure: vocabulary" (Miller, 1999)
- "If vocabulary gap exists at Kindergarten, a child is at increased risk for failing to meet academic standards in upper elementary grades." (Becker 1997).
- From Bringing Words to Life: Robust Vocabulary Instruction, Beck, McKeown & Kucan, 2002.
 - Typically developing hearing children have oral vocabularies of 2500 words before formal reading instruction.
 - Best predictors of reading achievement:
 - 1st and 2nd Grade: Phoneme Awareness & Alphabet Knowledge.
 - Grades 3+: Oral Vocabulary.

- Vocabulary skills
 - LISTENING vocabulary: words we need to KNOW to understand what we *hear*
 - SPEAKING vocabulary: words we USE when we *talk*
 - READING vocabulary: words we need to KNOW to recognize them in print & understand what we *read*
 - WRITING vocabulary: words we USE in *writing*

Key Factors to Remember and Consider:

Services

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 - Goals
 - Modifications and accommodations

Modifications:

Improving the audibility of a message

- o Environment
- o Presentation
- o Content
- o Context

Environment

- Noise
 - Competing background noise
 - Reverberation
 - Distance
- Visual
 - Distractions
 - Obstructions
- Seating
 - Better ear
 - Localization
 - Yardstick

Noise

Reverberation

Distance

Environment

- Noise
 - Reverberation
 - Competing background noise
 - Distance
- Visual
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Presentation

- "Ready to listen" state
- Identify speaker
- Over-talk
- Key words
- Rephrase
- Enunciate
- Comprehension
- Volume
- Auditory first
- Auditory sandwich
- Acoustic highlighting

"We're not training the ears.
We're training the brain
to know what the ears hear."

Carol Flexer

Presentation

- "Ready to listen" state
- Identify speaker
- Over-talk
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- Enunciate
- Comprehension
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- Auditory sandwich
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Auditory FIRST!

If needed:
Linguistic-
Contextual-
Visual-
(meat of message)

Auditory LAST!
(back into hearing)

Presentation

- "Ready to listen" state
- Identify speaker
- Over-talk
- Key words
- Rephrase
- Enunciate
- Comprehension
- Volume
- Auditory first
- Auditory sandwich
- Acoustic highlighting

Content

- Language rich environment
- Pre-Teach, Teach, Re-Teach
- Reading
- Educational interpreter or communication facilitator
- Note-taker or "Buddy System"
- Written assignment
- Down time, listening "break"

Reading

- Pre-Literacy
- Sound-object-picture association
- Read TO vs. read WITH children
- 3 R's: Rhythm, Repetition, Rhyme
- Decoding vs. fluency vs. comprehension
- Phonics
- 3rd grade gateway
- Auditory tracking
- Lipreading/speechreading

Content

- Language rich environment
- Pre-Teach, Teach, Re-Teach
- Reading
- Educational interpreter or communication facilitator
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Context

- Meaningful interaction
- Diagnostic teaching
- Learning style
- Child directed activity
- Motivational material
- Prompting

Meaningful interaction

- Communicative intent
- Teaching vs. Testing
- Natural responses

Diagnostic therapy

- O.W.L.
- Overteaching
- Sabotage
- Set size
- Levels of Teaching

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Context

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Child directed activities

- Worksheets
- Toys/games
- Role play
- Seize teachable moments
- Incidental learning
- Role reversal

Motivational material

- o Personal interests
- o Age-appropriate
- o Personal material from home
- o Extension of classroom material
- o Technology
- o Music
- o Experiments
- o JOKES!

Prompting

- o Tell your friend
- o Shaping/scaffolding
- o Auditory closure
- o Opposites
- o Relate to prior knowledge
- o Phonemic
- o Choices

Key Factors to Remember and Consider:

Collaboration and consultation

- o In-service
- o Communication
- o Progress
- o Referrals
- o Carryover

"For a child to talk, he must have something to say, the opportunity to say it, and the encouragement and satisfaction to make the effort worthwhile."

A. Manolson

Key Factors to Remember and Consider:

Carryover

- Self-advocacy
- Compensatory strategies
- Continuum

Key Factors to Remember and Consider:

Factors affecting progress

- Additional areas of disability
- Cause and degree of hearing loss
- Health of child
- Age at diagnosis and hearing age
- Consistent hearing device usage
- Measurable benefit from hearing devices
- Family involvement
- Quality of education and services

To summarize:

- IndividualIZE intervention
- UtilIZE hearing devices and resources
- Acoustically emphasIZE important info
- OrganIZE environment, content, and context
- MaximIZE progress for catch-up growth
- GeneralIZE to all environments

- o "The ABCs of Working with Children with Hearing Loss", Candace Haney

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Thank you!

Questions or comments?

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