Engaging Parents in Auditory Verbal Education

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Advice from Teddy

- Video to be shown
Learning Objectives

- Participants will list possible avenues to engage parents in their center-based programs.
- Participants will discuss and share ways that they connect with parents so carryover to the home environment exists.
- Participants will gain a greater understanding of auditory-verbal education.
Why engage parents at all?
THREE KEY FINDINGS:

1. The variation in children’s IQs and language abilities is relative to the amount parents speak to their children.

2. Children’s academic successes at ages nine and ten are attributable to the amount of talk they hear from birth to age three.

3. Parents of advanced children talk significantly more to their children than parents of children who are not as advanced.

Betty Hart and Todd R. Risley
What happens when children turn 3?

Focus changes from a family plan (IFSP) to an individual plan for the child (IEP).

Where are the parents in the learning process? Have they learned all they need to about listening and spoken language by the time their child turns 3?
Guiding Questions

- How will what I am doing move the child forward?
- What will create the greatest outcomes?
- How much time do I have with the child vs the time the family has with the child?
- What is the ultimate goal? For parents as well as child!
Challenge is...

to change our practice to be both parent focused as well as child focused!
Meeting the Challenge

• Listening and Spoken Language Specialist Auditory-Verbal Educator (LSLS Cert. AVEd)
• Listening and Spoken Language Specialist Auditory-Verbal Therapist (LSLS Cert. AVT)
• What is the difference between LSLS Cert. AVT and AVEd?
Living the AVEEd Principles

- Communication books (daily)
- Weekly Newsletters
- Parent Information Meetings (4-5/year)
- Parent Conferences (3x/year)
- IFSP/IEP meetings (1x/year)
- School gatherings

These promote parent involvement, but not necessarily parent engagement!
Ideas that promote Parent Engagement

- Parent Education Curriculum
- Clarke PA Blog
- Guided Observations
Clarke PA Blog

Purpose:

• to build parent engagement and participation
• Opportunity for “talk time” when child is home
Clarke PA Blog

- Video to be accessed – Parent discussion on the Blog
Clarke PA Blog

Video accessed-Parent feedback on Blog
Blooper

To be accessed during presentation
Guided Observations (GO)

Purpose:

• Parent engagement
• Continued parent education
• Informal time to touch base
• Specific in nature (as opposed to conference or IEP meetings)
Guided Observations

- Occur *at least* two times a year
- Parent participates in speech session
- With Facilitator, parent observes child in class
- Written summary of Guided Observation is sent to parent
**Increase opportunities for child to practice**

The more practice you can give XXXXX listening to multi-step directions, the more practice she will get! Consider the times in your daily routines when you can give XXXXX more than one direction at a time. For instance:
- Setting the dinner table
- Getting dressed in the morning
- Brushing teeth
- Walking to the car

Be silly and mix the order of things up so XXXXX has to listen. For instance, when it’s time to brush her teeth, you could say to XXXXX. “Let’s be silly when we brush our teeth. I will give you directions and you have to do what I say! Ready? Get your toothbrush and toothpaste, put the toilet lid down and get in to the tub”. From there you could give her directions for brushing her teeth in the tub (it is unexpected and she really has to listen).

Pay particular attention to what part, if any, of the message she did not complete. Typically, it is hardest to remember the information given in the middle of the direction vs. the first thing or last thing said.
• Video of parent talking about Guided Observation
How do you engage parents?

Let’s share some ideas.......
1994 Auditory Verbal International (AVI) first class of Certified Auditory Verbal Therapists (AVT)

2004 AVI dissolves

2005 AGBell Academy for Listening and Spoken Language is founded

Academy partners with Prometric® to conduct survey of professionals working in the field of listening and spoken language

2007 AGBell Academy announced new certification program: Listening and Spoken Language Specialist (LSLS™) certified Auditory-Verbal Therapists (LSLS Cert. AVT™) and certified Auditory-Verbal Educator (LSLS Cert. AVEd™)

One certification for two designations
A Listening and Spoken Language Specialist Auditory-Verbal Educator (LSLS Cert. AVEd™) teaches children with hearing loss to listen and talk exclusively through listening and spoken language instruction.

AGBell Academy for Listening and Spoken Language
Principles of LSLS Auditory-Verbal Educator (LSLS Cert. AVEd™)

- Promote early diagnosis of hearing loss in infants, toddlers, and young children, followed by immediate audiolologic assessment and use of appropriate state of the art hearing technology to ensure maximum benefits of auditory stimulation.

- Promote immediate audiolologic management and development of listening and spoken language for children as their primary mode of communication.

- Create and maintain acoustically controlled environments that support listening and talking for the acquisition of spoken language throughout the child's daily activities.

AGBell Academy for Listening and Spoken Language
Principles of LSLS Auditory-Verbal Education

(LSLS Cert. AVEd™)

- Guide and coach parents to become effective facilitators of their child’s listening and spoken language development in all aspects of the child's life.

- Provide effective teaching with families and children in settings such as homes, classrooms, therapy rooms, hospitals, or clinics.

- Collaborate with parents and professionals to develop goals, objectives, and strategies for achieving the natural developmental patterns of audition, speech, language, cognition, and communication.
Principles of LSLS Auditory-Verbal Education

(LSLS Cert. AVEd™)

- Provide focused and individualized instruction to the child through lesson plans and classroom activities while maximizing listening and spoken language.
- Promote each child's ability to self-monitor spoken language through listening.
- Use diagnostic assessments to develop individualized objectives, to monitor progress, and to evaluate the effectiveness of the teaching activities.
- Promote education in regular classrooms with peers who have typical hearing, as early as possible, when the child has the skills to do so successfully.

AGBell Academy for Listening and Spoken Language
In vain have you acquired knowledge if you have not imparted it to others.

Deuteronomy Rabbah

(c.900, commentary on the Book of Deuteronomy)
References

Alexander Graham Bell Academy for Listening and Spoken Language. AVEd Principles pulled 3/10/14 from website.


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