Effective Early Intervention Services for Developing Listening and Spoken Language

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Outcomes

- Summarize findings of research studies addressing listening and spoken language in infants and toddlers who are deaf/hard of hearing.
- Describe the components of services to develop listening and spoken language.
- Describe age appropriate strategies for early intervention services focused on listening and spoken.
Evidence-based practice
What does the research tell us?

Infants and toddlers who are identified early are more likely to achieve age-appropriate speech and language. (Geers, A. & Nicholas, J. (2013); Houston, D.M., Beer, J., Bergeson, T.R., Chin, S.B., Pisoni, D.B., & Miyamoto, R.T. (2012).

Young children who receive early intervention in the first months of life have better speech, listening and language outcomes. (Fulcher, A., Purcell, A., Baker, E. & Munro, N. (2012); Sarant, J. Z.; Holt, C.M.; Dowell, R. C.; Rickards, F. W.; Blamey, P. J. (2009).


Components of Services to Develop Listening and Spoken Language

- Use of listening
- Optimal technology use
  Facilitation of family competence in enhancing listening

- Support of family as decision makers
- Use of daily routines and social language
  Play incorporating listening, spoken language, movement and cognition

- Enhanced family communication through spoken communication

- Emergent literacy and language skills through joint book sharing

- Ongoing assessment of child development

- Reflection on development and achievement
STATEMENTS OF HOPE

“The capacity of hope is the most significant fact of life. It provides human beings with a sense of destination and the energy to get started” (Norman Cousins)

“Hope arouses, as nothing else can arouse, a passion for the possible” (William Sloan Coffin, Jr.)

“Hope.....is the companion of power, and the mother of success; for who so hopes has within him the gift of miracles” (Samuel Smiles)

When thinking of your child, do any of these statements speak to you?

(Judy Odendahl for St. Joseph Institute for the Deaf)
What do you hope for your child.....

Age 3
Age 5
Age 14
Age 20 and beyond
Hope Realized-A Path to the Possible
What does it take to get there?

Parents:

- **Full time use** of appropriate, state-of-the-art hearing technology (only through consistent use of the device does the child learn to listen and speak to his/her potential)
  - Hearing technology that is working
  - Monthly audiology appointments
- **Intervention** - attendance and participation in therapy sessions
- **Follow through** - daily practice and focused stimulation during daily routines and activities
- **Advocate** - become informed, know your rights and what your child needs
- **Love** - treasure and enjoy your child!!

(Judy Odendahl for St. Joseph Institute for the Deaf)
Hope Realized-A Path to the Possible
What does it take to get there?

Therapist:

► Collaborate with family
► Understand the family’s strengths, challenges and concerns
► Offer the family information, support and encouragement
► Understand the child and assess his/her needs
► Utilize best practice in early childhood and auditory verbal education
► Plan and conduct effective, family-centered visits utilizing Natural Environments to the greatest extent possible
► Guide and coach parents to help their child integrate listening and spoken language into all aspects of life
► Observe and document progress
► Utilize scales of development and assessment tools
Hope Realized

“Once you choose hope, anything’s possible.”
Christopher Reeve
Listening

- Position for Audition
  - Within 3 feet
  - On child’s level
  - Side of access
  - Resources: It Takes Two to Talk, Top 10 Strategies

- Video
Listen First/Powerful Pause

- Video
A Child’s World: Seize the Moment, Seize the Day

“Kiddie Care”
A Child’s World - Seize the Moment, Seize the Day

Parent Jobs
A Child’s World: Seize the Moment, Seize the Day

Child’s Play
A Child’s World: Seize the Moment, Seize the Day

Social Play and Song Routines
A Child’s World: Seize the Moment, Seize the Day

Parent’s Choice
A Child’s World: Seize the Moment, Seize the Day

Book Sharing
Joint book sharing

- Video
Assessment

- Favorites for 0-3 Listening and Spoken Language
  - Cottage Acquisition Scales for Listening, Language and Speech, Wilkes, Sunshine Cottage School for Deaf Children
  - The Rosetti Infant Toddler Language Scale, linguisystems
  - The MacArthur Communicative Development Inventory, Singular Publishing Group, Inc.
  - Learn to Talk Around the Clock, Rossi, AG Bell Association
  - Ages and Stages Questionnaire - 3, Brookes Publishing
  - Infant Toddler - Meaningful Auditory Integration Scale, Robbins
Reflection

- Video
Resources for Strategies

- Bader, J., *Top Ten Strategies for Parents: An Early Intervention Tool*
- Anderson, K., *Supporting Success for Children with Hearing Loss*
- Rhoades and Duncan, *Auditory-Verbal Practice: Toward a Family-Centered Approach*
- Cole and Flexer, *Children with Hearing Loss: Developing Listening and Talking*
- Sindrey, D., *Listening for Littles*
- Cochlear, *Listen, Learn and Talk*
- Advanced Bionics, *Listening Room*
- Med-El, *Bridge*
- Suskind, *Thirty Million Words Initiative*
- Hanen Program, *It Takes Two to Talk*
Your Ideas
Components, Resources, Strategies

- Support of family as decision makers
- Use of daily routines and social language
  Play incorporating listening, spoken language, movement and cognition
- Enhanced family communication through spoken communication
- Ongoing assessment of child development
- Use of listening
- Optimal technology use
  Facilitation of family competence in enhancing listening
- Emergent literacy and language skills through joint book sharing
- Reflection on development and achievement