



# Learning Language: A Multisensory, All-Inclusive Social Playgroup for Deaf and Hard of Hearing Children and Their Parents Enrolled in Early Intervention in Illinois



UI Health |



# DISCLOSURES

## Financial Relationships:

- Kaia Feggestad, SLP
  - Employed by UI Health
  - Worked with children through the and UI Health Audiology clinic and Early Intervention of Illinois through the UI Health Happy Ears on Taylor Street ® playgroup
  - Received additional training in Aural Rehabilitation from a grant with the AIM to Be Ahead program with Illinois State University
- Jane Dwyer, DT/H
  - Self-employed through Early Intervention of Illinois
  - Contracted to work closely with the cochlear implant team at UI Health

## Non-Financial

- No financial gain for or from this presentation for either party.
- Kaia is a member of ASHA, EHDI Illinois work group, and Choices for Parents.
- Jane is a member of Choices for Parents, NAEYC, American Society for Deaf Children.

# AGENDA

**Happy Ears on Taylor Street Playgroup**



**Playgroup Routine & Activities**



**Advantages/Disadvantages of Social Isolation & Interactions**



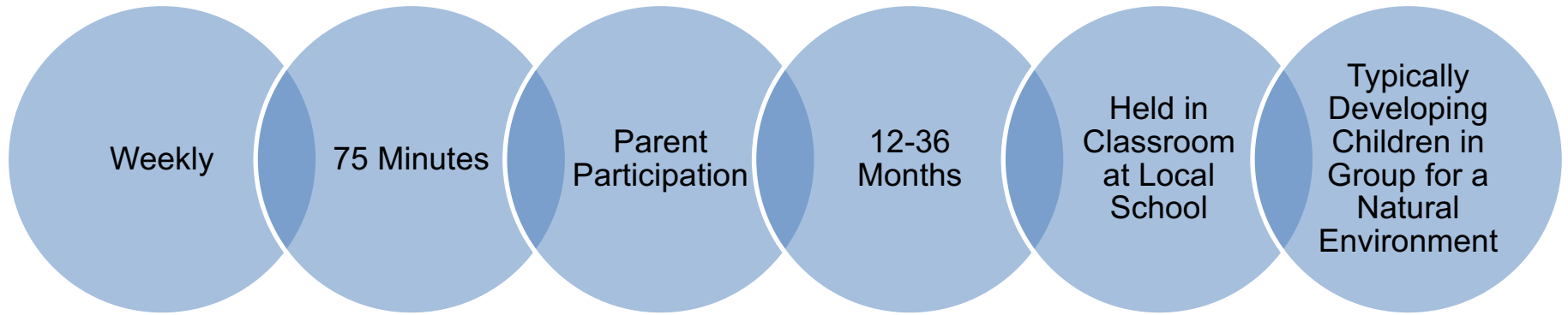
**Developing A Playgroup in Your Area**



## **HAPPY EARS ON TAYLOR STREET ® UI HEALTH PLAYGROUP**

- About Our Playgroup
- Playgroup Activities
- Thematic Lesson Plans
- Small Group Work-Develop a Lesson Plan
- Example of Lesson Plan & Documentation
- Progress Report

# ABOUT OUR PLAYGROUP



# PLAYGROUP ACTIVITIES



Circle Time



Fine Motor



Language

# PLAYGROUP ACTIVITIES



Snack



Gross Motor

# THEMATIC LESSON PLANS

- Apples
- Beach
- Bugs
- Dad
- Easter
- Cows
- Pigs
- Sheep
- Holidays
- Hot Chocolate
- Humpty Dumpty
- Monkeys
- Valentine's Day
- Vegetables
- Winter
- 4<sup>th</sup> of July
- Butterflies
- Camping
- Cars & Trucks
- Cats
- Cinco de Mayo
- Cowboys
- Dinosaurs
- Fall
- Doctor
- Dogs
- Halloween
- Zoo
- Horses
- Ice Cream
- Rain
- Mother's Day



# SMALL GROUP WORK

# Playgroup Lesson Plan

Theme:

Child:

Date:

Time:

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Auditory/Listening

Snack:

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Fine Motor

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Language

---

Gross Motor

---

Signature: \_\_\_\_\_

# EXAMPLE OF LESSON PLAN & DOCUMENTATION

## Happy Ears on Taylor Street Playgroup<sup>®</sup>

Theme: Winter 2

Child: [REDACTED]

Date: 1-18-18

Time: 10:00-11:15

### Auditory/Listening

Song: Snowman

Once there was a snowman

Tall, tall, tall

In the snow he melted

Small, small, small

He anticipated the song routine by waiting quietly with his mother. [REDACTED] picked his song choice & gave his card back after the song was finished on his own without prompting.

### Snack:

mini bagels with cream cheese

decorated to look like a snowman

He wanted to feed himself. [REDACTED] enjoyed the ~~chives~~ onion cream cheese!

[REDACTED] drank water from the open cup with assistance.

### Fine Motor

Child and parent:

Play with white shredded paper, scooping, filling

Find hidden animals in the paper

He kicked & waved his arms all excited in anticipation of the sensory table. [REDACTED] imitated knocking to open it. He attempted to imitate the fish sound by moving his lips & imitated roar. [REDACTED] willingly explored in the table with his hands. He knocked on the top to

### Language

Child and parent: make a snowman with cotton balls

with emphasis on face parts, hat, and scarf

open it back up when the activity was finished.

Lots of vocalizing & reduplicated babbling.

He wanted to paint with the ~~glue~~ glue & didn't mind it on his thumb

### Gross Motor

Child and parent: Children and parents throw "snow balls"

through hula hoops or in buckets

[REDACTED] was interested in the blocks but cleaned up the snowballs

Signature: [REDACTED]

Kaia Feggestad, SLP

Jane Dwyer, DT/H

# PROGRESS REPORT- ANNUAL



1855 W Taylor Street  
Chicago, IL 60612  
(708) 732-0143  
FAX: 312-996-7373

ILLINOIS EARLY INTERVENTION  
IFSP ANNUAL GROUP REPORT

during songs. He has been noted to have lots of vocalizations and reduplicated babbling sounds but is not yet saying or singing routine songs.

2. \*\*\* will produce age appropriate speech sounds, words or phrases  
*Emerging.* \*\*\* uses natural gestures or body language to make his wants known. \*\*\* can request in play with gestures. Although playgroup is conducted in English, Ms. \*\*\* uses Spanish to communicate with \*\*\*. Ms. \*\*\* is learning sign language herself to help \*\*\* communicate. \*\*\* will attempt to imitate sounds and signs in order to make his wants known. His mother has reported \*\*\* produces 4-5 words at home.
3. \*\*\* will participate in theme-based group activities  
*Emerging.* \*\*\* is starting to participate in most activities. He is beginning to understand the group routines and transitions from activity to activity with limited protest. \*\*\* is more willing to participate in sensory activities, for example, sensory table, painting with his hands, using glue, etc. He is less distressed when he gets something on his hands. He is not yet following 1 step directions with objects. \*\*\* attends to tasks but is easily distracted.

**Summary:**

\*\*\* has participated in group Aural Rehabilitation therapy which has emphasized listening and language through peer-interaction, turn-taking, and social play. His ability to participate is increasing as he learns the routine tasks. He watches his peers and is beginning to imitate what he sees within his repertoire. It is recommended \*\*\* continue to receive Early Intervention services so that he can continue to progress in his listening and language development.

SECTION 1: Demographic Information			
Child's Name: ****	Early Intervention #: ***	CFC #:	
Date of Birth: ***	Chronological Age: 28 months	Adjusted Age: N/A	
Parent's Name: ****	Language Spoken in home: Spanish		
Service Coordinator's Name: ***	Physician's Name: Dr. ***		

SECTION 2: Type of Report	
Check One:	<input type="checkbox"/> Evaluation/Assessment (for Eligibility Determination) <input checked="" type="checkbox"/> Assessment Annual Review
Date of Evaluation/Assessment or Assessment: 1-25-2018	
Provider Name: Jane Dwyer/Kaia Feggstad	Provider Phone Number: ***
Provider Discipline:	<input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> DT <input checked="" type="checkbox"/> SLP <input type="checkbox"/> SW <input checked="" type="checkbox"/> Other: Developmental Therapist/Hearing
Location of Evaluation/Assessment: (check one)	<input type="checkbox"/> Home <input checked="" type="checkbox"/> Other Setting: <i>UI Health playgroup</i>

SECTION 3: Referral Information
Please list reason for referral, who referred to Child & Family Connections, and Parent/Guardian Concerns: *** was initially referred to the Illinois Early Intervention System by his otolaryngologist – Dr. *** with concerns regarding ***'s medical diagnoses of: permanent bilateral conductive hearing loss and ***. Ms. *** reported concerns with ***'s speech/language development.

**\*\*\* Group goals:**

1. \*\*\* will engage in routine greetings and songs:  
*Emerging.* \*\*\* will sit and attend for at least one song during group music/hello. He will independently follow the song routine by waiting quietly with his mother, picking a song card, and giving it back after the song without prompting. \*\*\* sits and attends to tasks with adult assistance. He enjoys shaking bells

Provider Printed Name \_\_\_\_\_

Provider Signature \_\_\_\_\_ Date \_\_\_\_\_

Provider Printed Name \_\_\_\_\_

Provider Signature \_\_\_\_\_ Date \_\_\_\_\_





## **PLAYGROUP ROUTINES & ACTIVITIES**

- How to Incorporate into Routines & Activities
- Typical Development Stages & Milestones

# PLAYGROUP ROUTINES & ACTIVITIES

- Routines for children help to establish security
- Routines in playgroup help to demonstrate to families how routines can be carried over into the home: singing songs, cleaning up before starting another activity, washing hands before eating, sitting down at a table to eat, etc.
- Activities for playgroups that can be incorporated into home routines:
  - Healthy snacks that may broaden both parent and child's palate
  - Large muscle physical activity that can be done indoors or outdoors
  - Small muscle physical activity with everyday materials found in homes
  - Sensory/tactile exploration
  - Language development and expansion (with activities as well as books and songs)

# TYPICAL DEVELOPMENTAL STAGES FOR PLAY

> 4 types of play for the 0-3 year old:

<b>Unoccupied</b>	Child plays with whatever catches their interest. If nothing is available then they can play with their body: gets in or out of a chair, stands around, or sits in one spot, watching.
<b>On-looker</b>	Child spends most of their time watching others play either sitting or standing.
<b>Solitary</b>	Child plays alone with no effort to play near another child. Plays with no reference to what others are doing.
<b>Parallel</b>	Child plays independently, but activity brings him/her naturally among other children. Toys will be the same to like those of the other children.



## ADVANTAGES & DISADVANTAGES

- Social Isolation & Interactions
- Tools that Guide Success
- Tracking Social Language Development



# SOCIAL ISOLATION & INTERACTIONS



# TRACKING SOCIAL LANGUAGE DEVELOPMENT

PRAGMATICS CHECKLIST INTERPRETATION				
Total the checked items in the Complex Language column. Compare to expectations below. <b>Age 3: 20 of 45 items; Age 4: 43 of 45 items; Age 5: 44 of 45 items; Age 6: 45 items</b> Consider the items marked in columns other than Complex Language and compare them to the typical performance at the ages identified. Children with hearing loss tend to be delayed in their mastery of pragmatic language skills that typically hearing children mostly master by age 4. Select goals for the items students demonstrate delayed performance.				
24-30 months	36-42 months	42-48 months	48-54 months	54-60 months
<b>INSTRUMENTAL – States needs (I want...)</b>				
1. Makes polite requests	36-42 (90%)	24-30 (79%)	24-30 (21%)	
2. Makes choices	36-42 (85%)	24-30 (58%)	24-30 (35%)	
3. Gives description of an object wanted	36-42 (83%)	24-30 (54%)	24-30 (21%)	
4. Expresses a specific personal need	36-42 (89%)	24-30 (58%)	24-30 (29%)	
5. Requests help	36-42 (84%)	24-30 (58%)	24-30 (29%)	
<b>REGULATORY - Gives commands (Do as I tell you...)</b>				
6. Gives directions to play a game	36-42 (79%)	24-30 (22%)	24-30 (2%)	
7. Gives directions to make something	36-42 (79%)	24-30 (35%)	24-30 (6%)	
8. Changes the style of commands or requests depending on who the child is speaking to and what the child wants	36-42 (84%)	24-30 (58%)	24-30 (7%)	
<b>PERSONAL – Expresses feelings</b>				
9. Identifies feelings (I'm happy.)	36-42 (79%)	24-30 (57%)	24-30 (6%)	
10. Explains feelings (I'm happy because it's my birthday)	36-42 (80%)	Emerging 30-36		
11. Provides excuses or reasons	36-42 (80%)	Emerging 30-36		
12. Offers an opinion with support	36-42 (74%)	Emerging 30-36		
13. Complains	36-42 (79%)	24-30 (44%)	24-30 (15%)	
14. Blames others	36-42 (75%)	Emerging 30-36		
15. Provides pertinent information on request (2 or 3 of the following: name, address, phone, birthdate)	36-42 (75%)	36-42 (42%)	36-42 (30%)	
<b>INTERACTIONAL - Me and You...</b>				
16. Interacts with others in a polite manner	36-42 (89%)	24-30 (65%)	24-30 (54%)	
17. Uses appropriate social rules such as greetings, farewells, thank you, getting attention	36-42 (79%)	24-30 (72%)	24-30 (54%)	
18. Revises/repairs an incomplete message	48-54 (80%)	24-30 (29%)	24-30 (54%)	
19. Attends to the speaker	36-42 (79%)	24-30 (50%)	24-30 (54%)	
20. Initiates a topic of conversation (doesn't just start talking in the middle of a topic)	42-48 (85%)	24-30 (36%)	24-30 (54%)	
21. Maintains a conversation (able to keep it going)	36-42 (79%)	24-30 (36%)	24-30 (54%)	
22. Ends a conversation (doesn't just walk away)	48-54 (90%)	24-30 (28%)	24-30 (54%)	
23. Interjects appropriately into an already established conversation with others	48-54 (85%)	24-30 (26%)	24-30 (54%)	
24. Makes apologies or gives explanations of behavior	48-54 (86%)	24-30 (36%)		
25. Requests clarification	48-54 (90%)	Emerging 30-36		
26. States a problem	36-42 (74%)	24-30 (58%)	24-30 (54%)	
27. Criticizes others	48-54 (81%)	36-42 (25%)	24-30 (54%)	



## **DEVELOPING A PLAYGROUP IN YOUR AREA**

- Potential Locations
- Environmental Modifications
- Collaboration with Other Providers
- State Rules & Regulations
- Billing
- Start-Up & Costs
- Marketing

# POTENTIAL LOCATIONS

Churches

Schools-  
D/HH  
Programs

Local  
Centers

Therapy  
Clinic

# ENVIRONMENTAL MODIFICATIONS



## Acoustics

Rug on Tile Flooring

Consider Air Conditioning/  
Heating Units

Lighting in the Room

Window Coverings

Facility in a Quiet Location/Street

# COLLABORATION WITH OTHER PROVIDERS

## Occupational Therapist

- Sensory Diet
- Fine Motor Skills

## Physical Therapist

- Walking, crawling, standing
- “W” Sitting

## Social Worker

- Transportation
- Social Support

## Audiologist

- Trouble-shooting Devices (i.e., baha, CI, hearing aids)
- Monitoring/Ongoing Testing

## ENT

- Address Concerns of Illness
- Monitoring of P/E Tubes

# STATE RULES & REGULATIONS

## ILLINOIS EARLY INTERVENTION PROVIDER HANDBOOK



Illinois Department of Human Services  
Division of Family and Community Services  
Bureau of Early Intervention  
Rev. 12/2016

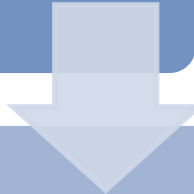
“Must be direct services to two or more children during the same period of time based on defined frequency, intensity, and duration. One provider can serve up to four (4) children or multiple families (parent groups) during a group session”

# STATE RULES & REGULATIONS

General Website to Access All States Rules & Regulations was Not Found



Look Up How to Refer a Child or for Your State's General Information on Birth-3 or Early Intervention



Find Contact Information on the General Site to Call and Ask Questions about Rules & Regulations for Group Therapy if a Provider Handbook is Not Available



# BILLING

## **\*Need to Be Able to Cover Costs\*\***

- Small Private-Pay Fee for Families
- Consider Donations
- Bill for Group Therapy
  - Speech-Language Pathologist can bill insurance for group therapy (e.g., 92508)
  - In Illinois, Developmental Therapist-Hearing Can Bill Early Intervention

**\*Will Most Likely Need an Authorization\***

# BILLING

ATTACHMENT 10

## Sample Authorization with Descriptions

REPORT: HSP0070 STATE OF ILLINOIS RUNDATE: 04/22/2016  
CORNERSTONE TIME: 10:45  
EARLY INTERVENTION PROGRAM – AUTHORIZED PROVIDER SERVICES PAGE: 1

CFC SITE: 999999 #30 CFC - SUBURBIA TELEPHONE: (217) 555-1234  
SERVICE COORDINATOR: 999999001 JOHNSON, ALBERT

CHILD EI NUMBER: 123456 PARTICIPANT ID: S111-9901-9901-00  
NAME: SMITH, JOHN DATE OF BIRTH: 11/25/2013  
CATEGORY: EI EARLY INTERVENTION

A RESIDENCE  
123 HAPPY LANE TELEPHONE: (217) 555-1235  
SPRINGFIELD, IL 62777  
CONTACT: MARY SMITH RELATIONSHIP: MOTHER

AUTHORIZATION START DATE: 02/01/2016 END: 10/31/2016

B AUTHORIZED PAYEE: ABC THERAPY COMPANY TELEPHONE: (217) 555-0001  
123 MAIN STREET  
SPRINGFIELD, IL 62777-7777

D AUTH TYPE: IFSP-DIRECT SERVICE E SERVICE: SPEECH LANGUAGE THERAPY  
F METHOD: INDIVIDUAL G PLACE OF SERVICE: 12/HOME(OFFSITE)

H PROCEDURE: 92S07 / SPEECH THERAPY SERVICES

I FREQUENCY: 2 PER WEEK ← → FOR: 60 MINUTE(S)

K AUTH NUM: 123456-791-001-00 L PRINT DATE: 01/30/2016 M DATE: 02/04/2016

N COMMENTS: JOANIE CUNNINGHAM, SLP

O PRIVATE INSURANCE: 02/PRIVATE INSURANCE BILL

A – Child's information, including, child's name, home address, C'Stone identification #, EI #, DOB, contact name, relationship, & contact phone #

B – Agency the authorization has been assigned to

C – Date range for when the specified service is authorized to be performed

D – Type of authorization, see Glossary for definitions

E – Service type, i.e., OT, PT, SLP, etc.

F – Method in which the service must be provided, i.e., individual, group, purchase, repair, etc. See Glossary for additional information

G – Type of location the service will be provided, i.e., offsite, onsite, other, etc.

H – Authorized procedure code, see Chapters 7-22 for your provider type for additional information

I – A brief description of the procedure code listed in H

J – Number of times and intensity the service is to be provided, i.e., number of times per week, month, etc. for number of minutes, miles, etc.

K – Authorization to use when billing

L – Date the authorization was printed by the Service Coordinator

M – Date the authorization was created or last updated

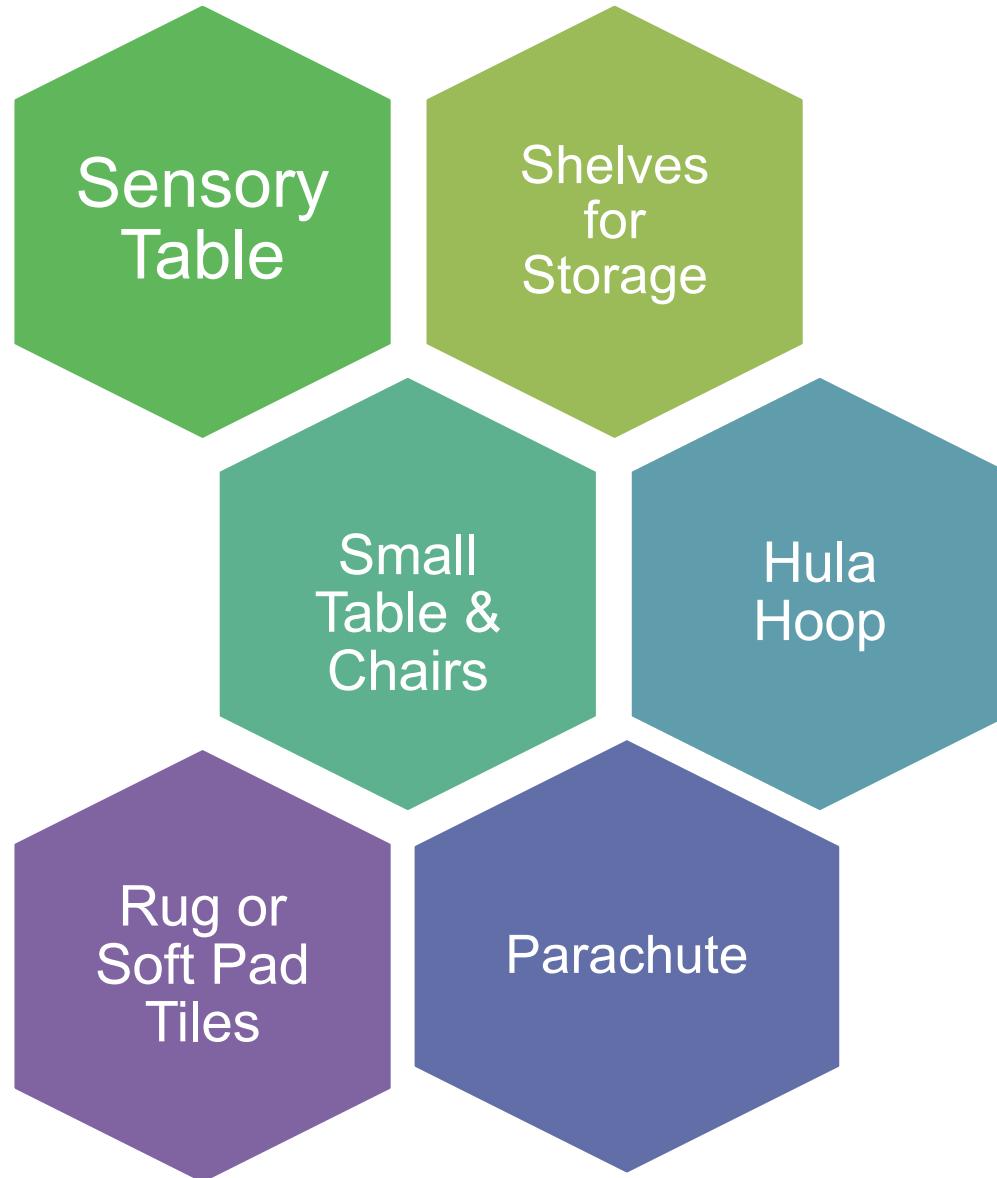
N – Rendering provider, this includes Associate-Level providers. Correct name must be listed here if the provider is with an agency. If not, the Service Coordinator must be notified to make the necessary corrections.

O – Insurance requirement, i.e., bill insurance first, insurance billing not required. See CBO billing handbook for additional information

Please note, any and all errors must be corrected prior to providing the service to ensure payment.



# START-UP: MUST HAVES



# START-UP: DONATED TOYS



# START-UP: HOUSEHOLD ITEMS TO SAVE



**Toilet Paper Rolls**

**Coffee Stirrers**

**Pool Noodles**

**Oatmeal Boxes**

**Pringle Cans**

**Sturdy Plastic Bottles**

**Soda Liter Bottles**

# MARKETING

## Fliers

- Conferences
- Service Coordinators
- Local Cochlear Implant Centers
- Therapy Clinics

## Word-of-Mouth

- Colleagues
- Audiologists
- ENT
- Cochlear Implant Companies



**Happy Ears on Taylor Street®**  
Developmental Playgroup for Children with Hearing Loss

**Helping your child learn developmental skills through the power of playtime!**

A parent-child playgroup is run by UI Health by a Speech-Language Pathologist and Developmental Therapist/Hearing to help children with hearing loss learn how to socialize in a family-friendly environment.

**Playgroup activities include:**

**Circle Time:** Using children's songs to help with responding to music and their own name

**Sensory play:** Exploring a variety of materials emphasizing descriptive words through play

**Fine Motor:** Activities to develop the small muscles with easy carryover to life at home

**Language:** Thematic activities to increase vocabulary for at-home routines

**Snack:** Healthy, developmentally appropriate snacks

**Gross Motor:** Activities to develop the large muscles, focusing on action words

**Who:**  
Open to Children ages 12 months - 3 years old

**When:**  
Thursdays 10-11:15pm

**Where:**  
Children of Peace School  
918 S. Wolcott, Chicago, IL 60612  
(Free parking available)

For more information or to sign up call 708.732.0143



# THANK YOU!



- Jane Dwyer, MS
  - Developmental Therapist/Hearing
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- Kaia Feggestad, MS, CCC-SLP
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    - [happyyears@uic.edu](mailto:happyyears@uic.edu)
    - [www.hearingchicago.com](http://www.hearingchicago.com)