

Providing Services to Children with Hearing Loss in Rural Areas: A Model for Collaboration

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BEN & JERRY'S

ICE CREAM



**VERMONT'S FINEST
ALL NATURAL**

**BEN & JERRY'S
COWMOBILE**

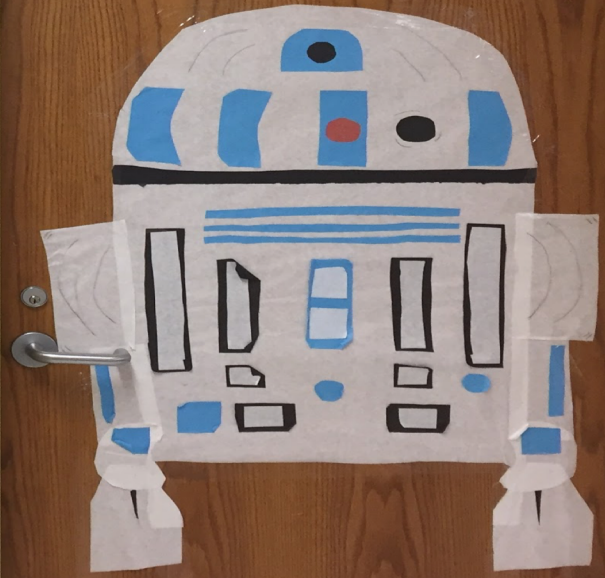




38



WE R-2 EXCITED ABOUT SPEECH















Contact Summary

Type of Contact: Phone, FaceTime, Zoom, etc.

Purpose of Contact: Review Meg's Self Assessment, Pick initial goals, determine end date, set up observation.

Summary of Activities and Discussion:

- Will begin by focusing on pre-k student, D (ST daily 1:00-1:30)
- Meg would like to focus on her learning how to implement different Listening Strategies. Cathy would like her to do that with a good understanding of the Auditory Skills/Listening Hierarchy.
- Meg prefers to learn via watching. She's a visual learner.

Decisions Reached:

- Cathy will send Meg information on the listening hierarchy and the Ling 6 Sound Test. Meg will look at her self assessment and write potential goals for listening & equipment checks and the Ling 6 Sound Test.

Date of Next Consultation: 11/1/16 at 2:30

Listening & Spoken Language Self Rating Form

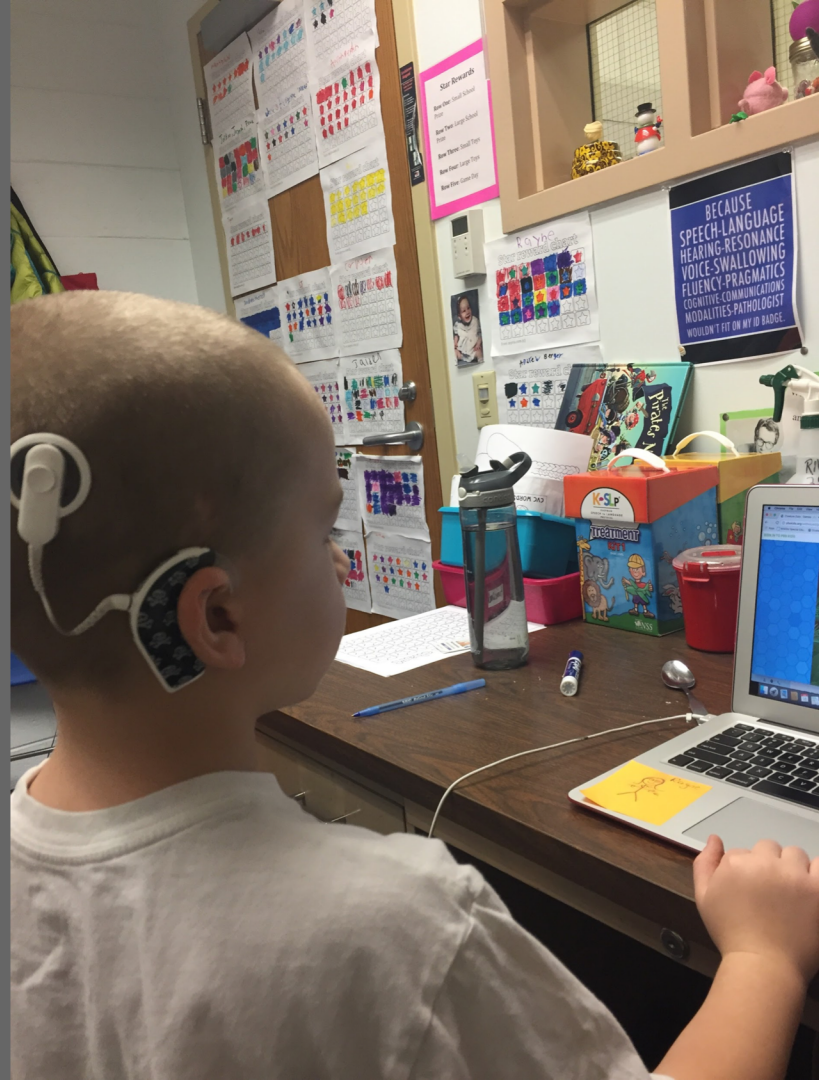
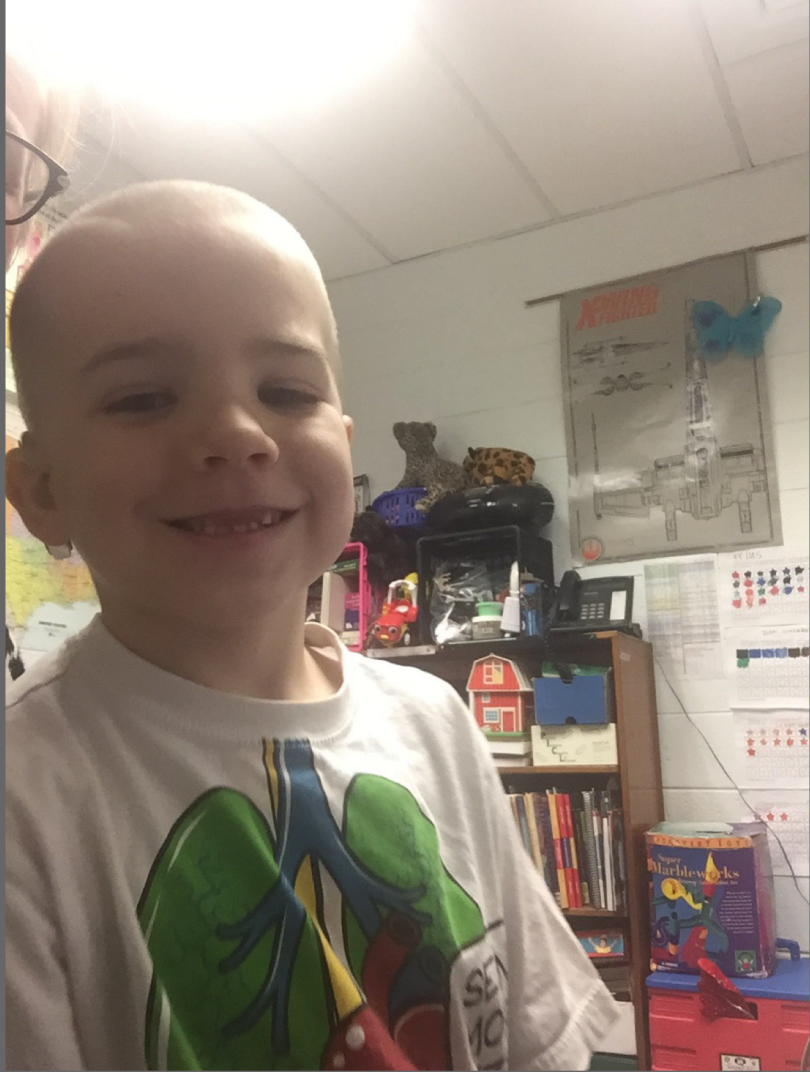
- Based upon a rating form from FIRST YEARS.
- Used to help the SLP explore areas of knowledge vs. areas of need
- SLP rates current knowledge on a 5 point scale in the following areas:
 - Listening Information
 - Listening Techniques & Strategies
 - Applying Information and techniques
 - Child & Family Advocacy
 - Speech Acoustics
 - Professional Qualities
- Completed form used to generate goals

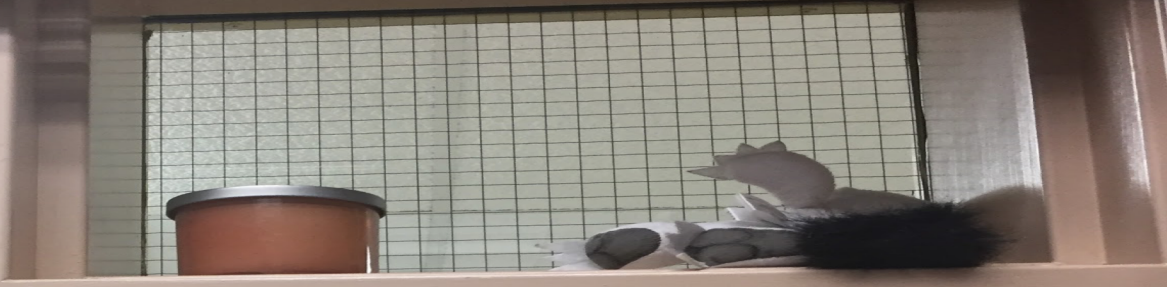
Developing a Coaching Plan

- Sample

Goal	Targeted Skill	Resources Provided	Documentation	Start Date	End Date	Date Goal Met
To learn the Ling 6 Sound test and how to effectively complete it with students with hearing loss.	Incorporating Ling 6 Sounds at the start of each session	~AB Ling Pictures ~Ling Sound Test Instructions ~Ling Sound Test Record Form ~Videos	~session notes ~record of student responses ~Observation	11/8/16	2/8/17	

- Adapted from: Buysse, Virginia., Wesley, Patricia W. (2005) Consultation in Early Childhood Settings. Baltimore, MD. Paul H. Brookes Publishing Co.







of My Lem → **Size of My Reaction**

My Problem
My ally has
Final Flaw
Sack
feel got xap

What I did
Cps / thought
Call Budget
Production
Say Ad
get
12

What I did
make
Excuse me
Eag walking



Whole Body Listening!

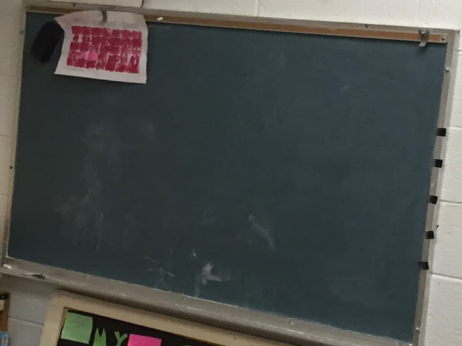
- Feet - Stand with your feet together
- Eyes - Look at the person who is speaking
- Ears - Listen with your ears
- Mouth - Don't talk when someone else is speaking
- Hands - Keep your hands still
- Heart - Be kind to the speaker
- Back - Sit up straight
- Head - Nod your head when you hear something

I CAN'T DO THAT...
YET

Building Block Development for

Comprehensive Curriculum Framework for Building an Early Childhood Learning Environment

• Language Development
• Literacy Development
• Mathematics Development
• Science Development
• Social Studies Development
• Physical Development
• Fine Arts Development
• Health and Safety Development



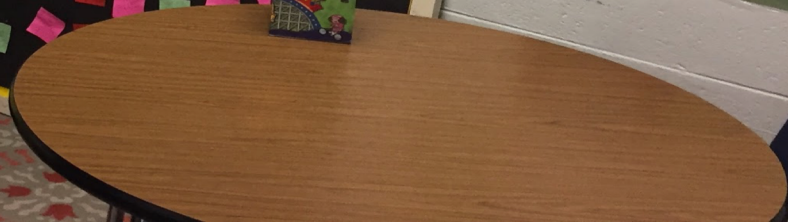
6
4
3
1

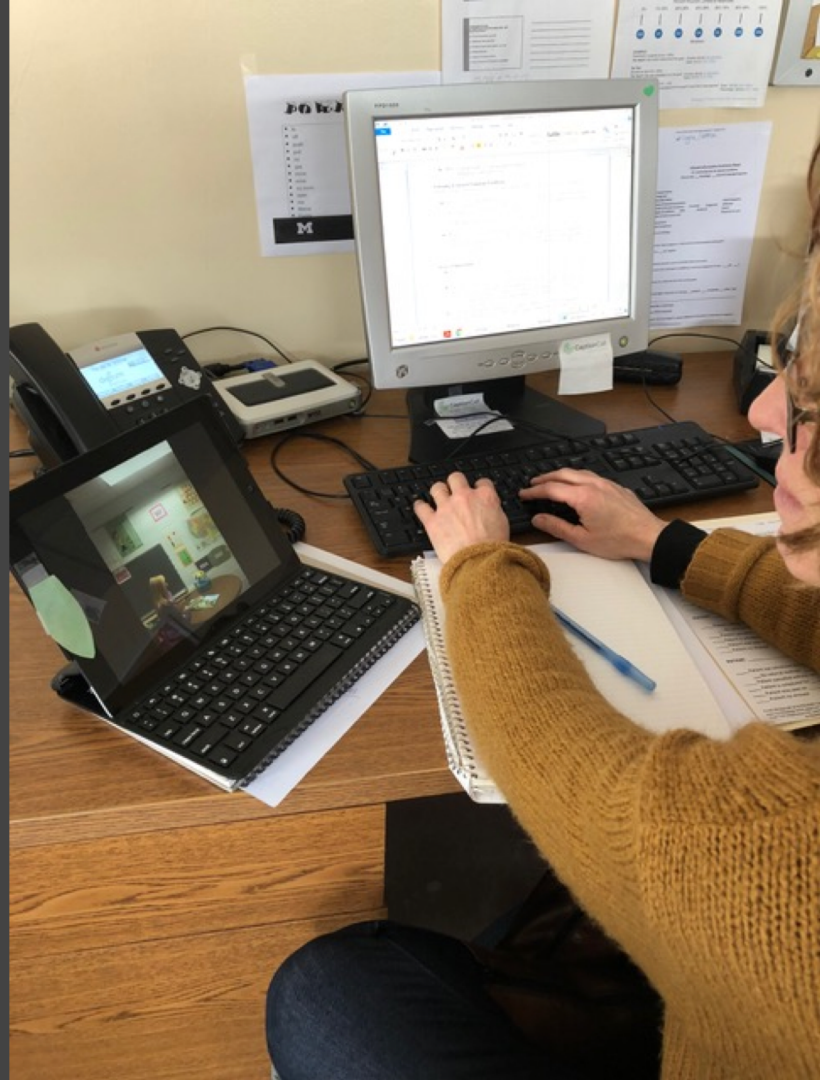
EPA
FEMA
ASAP



BLUE ZONE → **GREEN ZONE**

MY GOALS





Consultation Report

Provided to the SLP after each observed session.

Goals / Skills Targeted:

- To administer Ling 6 sounds so that the student identifies and repeats what he heard.
- Professional will use side-side seating and offer spoken language first before using visual supports

Listening & Spoken Language Feedback:

Areas of Opportunity:

Adapted from: Buysse, Virginia., Wesley, Patricia W. (2005) Consultation in Early Childhood Settings. Baltimore, MD. Paul H. Brookes Publishing Co.

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Wrap Up

Keep in Mind:

- Adults as Learners
- Documentation
 - Self-assessment
 - Goal selection and attainment
 - Contact summaries
 - Ongoing feedback



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References

Buysse, Virginia., Wesley, Patricia W. (2005) Consultation in Early Childhood Settings. Baltimore, MD. Paul H. Brookes Publishing Co.

FIRST YEARS Competencies Checklist. Retrieved from:
firstyears.org/mentorship/FY-competencies.doc. On August 30, 2017.