

PRACTITIONER INSIGHTS

ON SUPPORTING FAMILIES OF CHILDREN WITH HEARING LOSS

—
An adventure in teaming and collaboration



Family, Infant and Preschool Program
of the
J. Iverson Riddle Developmental Center

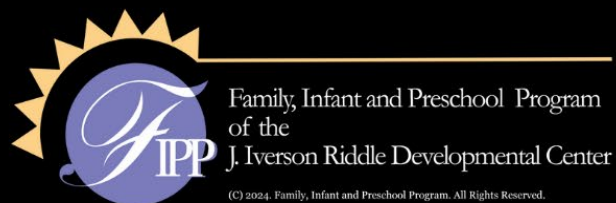
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INTRODUCTIONS

WHO ARE WE?
WHO ARE YOU?



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OBJECTIVES

- Participants will describe the challenges associated with using natural learning environment practices and coaching when working with families of children with hearing loss.
- Participants will identify effective strategies to maximize hearing potential while using natural learning environment practices and a coaching interaction style.
- Participants will be able to describe recommended practices to families despite competing recommendations that may have been made by other professionals.



DEC RPS

F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.

F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.

Family

DEC RPS

- INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.

- INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.

Instruction

DEC RPS

TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.

TC2. Practitioners and families work together as a team to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems, plan, and implement interventions.

Teaming & Collaboration

ELEMENTS OF NLEP

Child Interests

Real-life activities

Caregiver Responsiveness

The most effective techniques for language facilitation with children who are DHH are responsive and encourage quality language input from the caregiver (Brock & Bass-Ringdahl, 2023).

ELEMENTS OF COACHING

Joint Planning

Observation

Action/Practice

Reflection

Feedback

“By supporting active caregiver engagement in the LSL intervention process, coaches support caregivers in identifying and working toward intended outcomes for their children. As a capacity building practice, coaching requires collaborative planning, practice, and reflection with caregivers to work toward goals that are important for their family” (Noll, et al., 2021, p. 461).



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THE — ISSUE

Departure from the use of NLEP and coaching when working with families of children who are deaf or hard of hearing.



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THE — WHY

The interventions that have been designed for children who are Deaf or Hard of Hearing have been developed in the absence of using NLEP and a coaching interaction style.

OUR STORIES

- Lauren
- The story of Serena and her family



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LET'S REVIEW

Coaching

- Joint Planning
- Observation
- Action/Practice
- Reflection
- Feedback

NLEP

- Child Interests
- Real-life Activities
- Caregiver Responsiveness

OUR STORIES



- Sara
- The story of Reagan and her family



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LET'S REVIEW

Coaching

- Joint Planning
- Observation
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- Feedback

NLEP

- Child Interests
- Real Life Activities
- Caregiver Responsiveness

NOW YOU TRY

<https://youtu.be/xXhZm0GgPKE>



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DEBRIEF

Activity Setting

Child Interest

Caregiver Responsiveness

- If you were the caregiver, what would be helpful for you to know while supporting your child in this activity?
- If you were the coach, what could you ask the parent to help them think about what they could do differently?

NOW

YOU TRY

<https://youtube.com/shorts/vgAeYE41YY4?feature=share>

DEBRIEF

Activity Setting

Child Interest

Caregiver Responsiveness

- If you were the caregiver, what would be helpful for you to know while supporting your child in this activity?
- If you were the coach, what could you ask the parent to help them think about what they could do differently?



RESULTS & EVIDENCE

Coaching combined with NLEP empowers caregivers to "take on the role of primary facilitators of language development for their children within the meaningful context of their day-to-day activities"

(Noll et al., 2021, p. 454).



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RESULTS & EVIDENCE

"Many studies have found the quantity and quality of parental involvement and interaction is the greatest predictor of deaf children's developmental outcomes"

(Curtin, et al., 2021, p. 201).



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INFOGRAPHICS

Tooth Brushing

LEARNING TO LISTEN

COLLABORATIVE WITH NORTH CAROLINA EARLY LEARNING SENSORY SUPPORT PROGRAM

STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen during tooth brushing.

Awareness Caregiver helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
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Try saying these things during tooth brushing.

SOUND AWARENESS <ul style="list-style-type: none"> "I heard the water dripping, drip." "I heard the toothbrush on the sink, tap tap." "I heard the door close." "I heard the toothbrush on your teeth go ch-ch-ch." "I heard the toothpaste lid snap click." "I heard you spit, puh puh." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the water. The child looks at the sink or the toothbrush. The child looks at the door. The child looks at the toothpaste. The child looks at the sink. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "drip drip." The child might point and say, "tap tap" or "all done." The child might point and say, "close" or "done." The child might point and say, "brush" or "ch-ch-ch." The child might point and say, "done" or "all done." The child might point and say, "puh puh."
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Bathtime Prep

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STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen while getting ready to take a bath.

Awareness Caregiver helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
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Try saying these things before removing cochlear implants or hearing aids for bathtime.

SOUND AWARENESS <ul style="list-style-type: none"> "I heard the water running, shhh." "I heard the toy splash in the tub." "I heard the shampoo fall in the tub, splash." "I heard the shower curtain thud." "I heard your zipper, zzzz." "I heard your diaper open, shoo." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the water. The child looks at the splash or water in the tub. The child looks at the bottle. The child looks at the shower curtain. The child looks at their pants. The child looks at their diaper. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "water." The child might point and say, "splash" or "water" or "wet." The child might point and say, "shoo," "oh no," or "splash." The child might point and say, "open." The child might point and say, "down," "off," or "zzzz." The child might point and say, "off," "so-so," "dirty," or "shoo."
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Park

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STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen while visiting the park.

Awareness Caregiver helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
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Try saying these things at the park.

SOUND AWARENESS <ul style="list-style-type: none"> "I heard the leaves rattle, shhh." "I heard the car door close." "I heard the bird chirp, tweet tweet." "I heard the child laugh." "I heard the car go beep-beep." "I heard your feet on the slide." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the trees or leaves on the ground. The child looks at the car door. The child looks at the trees or birds. The child looks at the laughing child. The child looks at the road or path. The child looks at the slide. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "rattle," "windy," or "shhh." The child might point and say, "close," "done," or "beep-beep." The child might point and say, "bird," "sweet tweet" or "chirp." The child might point and say, "happy," "play," or "swing." The child might point and say, "beep beep" or "carson." The child might point and say, "slide," "so-so," or "go go."
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Toileting

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STAGES OF LISTENING TO SOUND

Children with hearing loss that are using cochlear implants or hearing aids need help learning to listen. Everyday routines within the classroom are perfect for learning and making sound-object connections. Knowing the stages of listening can help teachers support children with learning to listen. Try the strategies below to help the child build awareness of sounds, identify the sounds, and comprehend the sounds during circle time.

Awareness Teacher helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
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Try saying these things during toiletting time.

SOUND AWARENESS <ul style="list-style-type: none"> "I heard the water, shhh." "I heard the trash can, clunk." "I heard your zipper, zip." The child looks at the diaper open, shew-cue." "I heard the toilet flush, woosh." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the water. The child looks at the trash can. The child looks at the zipper. The child looks at the diaper. The child looks at the toilet. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "wash" or "dirty." The child might point and say, "trash" or "all done." The child might point and say, "zip." The child might point and say, "diary." The child might point and say, "flush" or "all done."
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Restaurant

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STAGES OF LISTENING TO SOUND

Children with hearing loss using cochlear implants or hearing aids need help learning to listen. Everyday routines are perfect for learning and making sound-object connections. Knowing the stages of listening can help you support your child with learning to listen in restaurants.

Awareness Caregiver helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
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Try saying these things when at a restaurant.

SOUND AWARENESS <ul style="list-style-type: none"> "I heard your cup fall, shhh." "I heard the server say, 'Hi!'" "I heard the drinks pour, shhh." "I heard the food sizzle, sss sss." "I heard the dishes getting cleaned up, clink clink." "I heard the person say, 'bye'." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the cup. The child looks at the server. The child looks at the drinks. The child looks at the plate. The child looks at the waitress cleaning. The child looks at the person. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "shhh," "oh no," or "help." The child might point and say, "hello" or "Hi." The child might point and say, "drink," "more," or "thank you." The child might point and say, "hot," "mine," or "bite bite." The child might point and say, "clean," "dirty," or "all done." The child might point and say, "bye-bye" or "thank you."
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Circle Time

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STAGES OF LISTENING TO SOUND

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Awareness Teacher helps me notice a sound by pointing to it and naming it.	Identification I know what the sound is.	Comprehension I notice, understand, and respond to the sound.
--	--	---

Try saying these things during circle time:

SOUND AWARENESS <ul style="list-style-type: none"> "I heard the music play." "I heard the door, knock knock." "I heard the chair scrape, squeak." "I heard your friends talking." "I heard the teacher clapping." 	SOUND IDENTIFICATION <ul style="list-style-type: none"> The child looks at the CD player. The child looks at the door. The child looks at the chair. The child looks at the child talking. The child looks at the teacher. 	SOUND COMPREHENSION <ul style="list-style-type: none"> The child might point and say, "music" or "dance." The child might point and say, "open" or "door." The child might point and say, "sit" or "chair." The child might point and say, "talk" or "friends." The child might point and say, "joy" or "circle."
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DIGITAL



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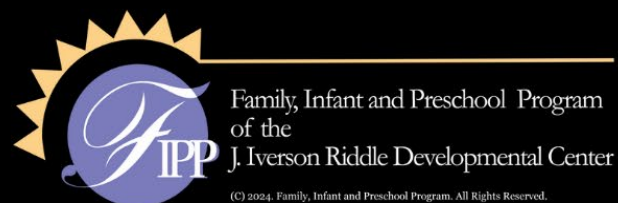
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