



## The Parents' Role in the Interdisciplinary Team for their Child's LSL Development

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### Objectives



- 1**  
MEMBERS OF THE CHILD'S LSL TEAM
- 2**  
COMMUNICATION NEEDED
- 3**  
PARENTS LEAD
- 4**  
CONNECT PARENTS

### Who's On My Team?

# 1

MEMBERS OF THE CHILD'S LISTENING AND SPOKEN LANGUAGE (LSL) TEAM




### Interdisciplinary Team

- Parents
- Pediatric Audiologist: [Kali Markle, Cache Pitt](#)
- Early Interventionist: [Lauren Smith](#)
- Speech-Language Pathologist
  - [Jeanette Smoot, Nicole Jacobson](#)
- Teacher of the Deaf
  - [Claire Annis, Kaytie Cook, Sarah Law](#)
- Listening and Spoken Language Specialist (LSLS)
  - Auditory Verbal Therapist
  - Auditory Verbal Educator
    - All teachers and therapists are certified
    - or are in process of LSL certification



### Who's On My Team?

- **Parents**
  - Front & Center
  - Know their child best
  - Most important conversational partners
  - Establish home culture and family and social connections
  - Decide language modality
  - Drive coordinated services



### Who's On My Team?

- **Pediatric Audiologist:**
  - Uses specialized methods for children
  - Diagnoses severity and type of hearing disorders
  - Ongoing audiological management
  - Advises appropriate hearing aids and Technology
  - Assists with troubleshooting

**It's all about brain development!**



### Who's On My Team?

**• Early Interventionist**

- Can be trained from a variety of discipline backgrounds
  - E.g., speech-language pathologist or teacher of the deaf
- May have bias for language choice
- Focuses care on home culture



### Who's On My Team?

**• Speech-Language Pathologist (SLP)**

- Scope of practice:
  - Speech production
  - Fluency
  - Language
  - Cognition
  - Voice
  - Resonance
  - Feeding
  - Swallowing
  - Hearing



• Note: See [asha.org](https://www.asha.org/policy/SP2016-00343/) for the scope of practice of a Speech-Language Pathologist: <https://www.asha.org/policy/SP2016-00343/>

### Who's On My Team?

**• Teacher of the Deaf**

- Variety of language modalities
- LSL Approach
  - Establish auditory rich environment
  - Auditory first
  - Age-appropriate language Development
  - Concept development
  - Theory of Mind
  - Academic benchmarks



### Who's On My Team?

**• Listening and Spoken Language Specialist (LSLS)**

- Post-graduate certification
- Can be from varied disciplines
  - E.g., Teachers of the Deaf
  - Speech-Language Pathologists
  - Audiologists
- At least 3 years of highly specialized post-graduation training
- Auditory-Verbal Therapist or Auditory-Verbal Educator



### Who's Talking?

2  
COMMUNICATION NEEDED



### Who's Talking?

**• Parents**

- Inform audiologist how child responds with hearing equipment and how child's speech and hearing behaviors are developing
- Inform early interventionist how child is attaining developmental targets
- Inform SLP of speech and language development at home. Discuss communication breakdowns.
- Inform Teachers of the Deaf about language and academic skills shown at home. Partner with teachers to select intervention objectives.



### Who's Talking?

**• Pediatric Audiologist:**

- • Inform of child's hearing access for speech sounds
- • Inform if hearing loss is progressive or stable
- • Advise correct use of hearing technology
- • Help troubleshoot



### Who's Talking?

**• Early Interventionist**

- • Share developmental checklists with parents & select targets together
- • Refer parents to other providers as needed (e.g. occupational therapists)
- • Communicate a child's present levels with upcoming providers for a smooth transition into preschool-based services



### Who's Talking?

**• Speech-Language Pathologist (SLP)**

- • Inform speech and language targets to be practiced in other settings and what supportive strategies to use with the child
- • Refer to audiologist when a hearing issues is suspected (e.g., as when a child's articulation of speech degenerates from clear to distorted) or give feedback to audiologist when a new hearing device setting leads to clearer articulation
- • Coach parents in support of swallowing difficulties



### Who's Talking?

**• Teacher of the Deaf**

- • Inform audiologists of child's response to sounds in classroom
- • Determine with parents how well the child is socializing with peers or how well they are reasoning to solve problems
- • Inform SLPs of child's success with using therapy targets in the classroom



### Lead the Way!

# 3

PARENTS LEAD



**The Principles of LSLS Auditory-Verbal Therapy**

- 1. Promote early diagnosis of hearing loss in newborns, infants, toddlers, and young children, followed by immediate audiologic management and auditory-verbal therapy.
- 2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.
- 3. Guide and coach parents to help their child use hearing as the primary sensory modality in developing listening and spoken language.
- 4. Guide and coach parents to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized auditory-verbal therapy.
- 5. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
- 6. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child's life.
- 7. Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition, and communication.
- 8. Guide and coach parents to help their child self-monitor spoken language through listening.
- 9. Administer ongoing formal and informal diagnostic assessments to develop individualized auditory-verbal treatment plans, to monitor progress, and to evaluate the effectiveness of the plans for the child and family.
- 10. Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onward.

Adapted from the Principles originally developed by Thomas Fitch, 1973. Adopted by the AS-BA Academy for Listening and Spoken Language, July 20, 2003. Color highlighting added for emphasis.

### The Principles of LSL Auditory-Verbal Therapy

1. Promote **early diagnosis of hearing loss** in newborns, infants, toddlers, and young children, followed by **immediate audiologic management and auditory-verbal therapy**.

(Adapted from the Principles originally developed by Doreen Pollack, 1970) Adopted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.



### The Principles of LSL Auditory-Verbal Therapy

2. Recommend **immediate assessment and use of** appropriate, state-of-the-art **hearing technology to obtain maximum benefits of auditory stimulation**.

(Adapted from the Principles originally developed by Doreen Pollack, 1970) Adopted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.



### The Principles of LSL Auditory-Verbal Therapy

3. **Guide and coach parents** to help their child **use hearing as the primary sensory modality in developing listening and spoken language**.

(Adapted from the Principles originally developed by Doreen Pollack, 1970) Adopted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.



### The Principles of LSL Auditory-Verbal Therapy

4. **Guide and coach parents** to become the **primary facilitators of their child's listening and spoken language development through active consistent participation in individualized auditory-verbal therapy**.

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### The Principles of LSL Auditory-Verbal Therapy

5. **Guide and coach parents** to create environments that **support listening for the acquisition of spoken language throughout the child's daily activities**.

(Adapted from the Principles originally developed by Doreen Pollack, 1970) Adopted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.



### The Principles of LSL Auditory-Verbal Therapy

6. **Guide and coach parents** to help their child **integrate listening and spoken language into all aspects of the child's life**.

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### The Principles of LSLS Auditory-Verbal Therapy

7. **Guide and coach parents** to use natural developmental patterns of **audition, speech, language, cognition, and communication.**

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### The Principles of LSLS Auditory-Verbal Therapy

8. **Guide and coach parents** to help their child self-monitor spoken language through listening.

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### The Principles of LSLS Auditory-Verbal Therapy

9. **Administer** ongoing formal and informal **diagnostic assessments** to develop **individualized auditory-verbal treatment plans, to monitor progress, and to evaluate the effectiveness of the plans** for the child and family.

10. **Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onward.**

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### Supportive Resources

4  
CONNECT PARENTS



### Supportive Resources for Families

-  • Other Parents
-  • Up to 3 services
-  • School Districts/State Schools for the Deaf
-  • Office of Special Education and Rehabilitative Services
  - <https://www2.ed.gov/about/offices/list/osers/index.html>
-  • Utah Parent Center ([www.utahparentcenter.org](http://www.utahparentcenter.org))



### Supportive Resources for Families

-  • Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell)
  - [www.agbell.org](http://www.agbell.org)
  - State chapters
-  • American Speech-Language-Hearing Association (ASHA)
  - [www.asha.org](http://www.asha.org)
-  • Cochlear Implant and Hearing Aid Vendors
-  • Hands and Voices
  - [www.handsandvoices.org](http://www.handsandvoices.org)
-  • National Center for Hearing Assessment and Management
  - [www.infanthearing.org](http://www.infanthearing.org)
-  • Hearing First
  - [www.hearingfirst.org](http://www.hearingfirst.org)

## Supportive Services for Families

- Hearing Aid Funding
  - Angel Hands Foundation
  - Children's Hearing Aid Program (CHAP)
  - First Hand Foundation
  - The Hike Fund, Inc.
  - United Healthcare Technology Grant (United Healthcare Children's Foundation)

## Objectives



## Questions?

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