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

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September 27, 2019

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

• 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

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

**Speech-Language Pathologist (SLP)**
- Scope of practice:
  - Speech production
  - Fluency
  - Language
  - Cognition
  - Voice
  - Resonance
  - Feeding
  - Swallowing
  - Hearing
- Note: See asha.org for the scope of practice of a Speech-Language Pathologist: https://www.asha.org/policy/SP2016-00343/

**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

**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?

**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

• 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

• 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!

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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.

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

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. Adapted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.

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. Adapted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.

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.

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

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. Adapted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.

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

Adapted from the Principles originally developed by Doreen Pollack, 1970. Adapted by the AG Bell Academy for Listening and Spoken Language®, July 26, 2007. Color highlighting added for emphasis.
The Principles of LSLS Auditory-Verbal Therapy

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

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

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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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)

Supportive Resources

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CONNECT PARENTS

Supportive Resources for Families

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

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Questions?

- Contact information:
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