

**EARLY CHILDHOOD SERVICES – EXAMPLE CARE PLAN:**  
**COMMUNICATION SKILLS/LANGUAGE DEVELOPMENT**

*(Adapted from Early Intervention – Example Plan of Care SHINE SERVICES - Serving Hearing Impaired Newborns Effectively)*

**Overall Outcome:** Parent and caregivers of the child will receive basic knowledge and training to enable this child to achieve one month of language development for every month of early intervention leading to age or cognitively appropriate skills at three years of age. For the best outcome, all caregivers will use techniques (consistent effective interaction and allowing the child access to communication around him/her) that will result in the optimal language and social development of this child.

*A child's access to communication includes:*

- *Recognizing communication is occurring between one or more people*
- *Being aware of or perceiving that there is meaning in communication*
- *Perceiving meaningful voices, gestures, movements, or sound across distance*
- *Perceiving and being able to monitor won speech through hearing ability, if possible*
- *Attempting to initiate communication via vocalizations or movements and having these attempts recognized by caregivers*
- *Engaging in meaningful communication by means of age-appropriate turn-taking to express wants, needs, queries, comments, or emotions*

**LONGTERM OUTCOME – GOAL 1:**

**The family/caregiver/s will be able to describe their child's hearing ability and the implication of limited communication access on child development and family communication.**

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. Share information with the family and caregivers describing the child's hearing levels on the audiogram, the need for ongoing audiological management and the potential impact on development via use of SKI\*HI curriculum, WA State Hearing Loss Helper for Families of Children with Hearing Loss, and additional video or text materials.

**LONGTERM OUTCOME – GOAL 2:**

**The family/caregivers will increase their knowledge of different communication features and options available to provide their child with full communication access in all typical daily situations.**

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. Using the SKI\*HI and supporting materials and resources, the family /caregiver will become informed on what the different features of communication are (*communication features: speech, sign language, hearing, vision, English, gestures, fingerspelling, speech reading, conceptual sign, cued speech, vibrotactile, augmentative communication*) and how the different features of communication can be combined into different communication options (*communication options: American Sign Language, Signing Exact English, Cued Speech, Listening & Spoken Language*). Using SKI\*HI and

- supporting materials (i.e. video, book, and internet resources), provide materials of interest on loan to the family to supplement their knowledge base of communication options.
2. Using the SKI\*HI curriculum, video materials, and results obtained from the ELF instrument, coach the parents/caregivers on how to achieve full access to communication in the daily environment through the use of different communication features/option.

**LONGTERM OUTCOME – GOAL 3:**

**The family/caregivers will increase their knowledge and comfort with techniques and strategies to provide communication access to the child who is deaf or hard of hearing.**

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. Coach the family/caregivers on effective parent-child interaction strategies that, when used consistently, will result in optimum communication access using information from the SKI\*HI curriculum and internet resources. This information will be provided over time and will apply to different everyday routines, activities, and places.
2. Through observation, discussion and coaching, assist the parents/caregivers in the integration of effective parent-child communication strategies into their daily family and/or childcare activities.
3. Provide specific information to the parents describing the elements of the communication development monitoring process at each IFSP review. The family will become familiarized with the communication monitoring checklists. How to complete the checklists will be discussed so that accurate information will be obtained in order to determine if the expected 6 months progress in communication development has been demonstrated. Further information will be provided to the parents on what can be expected as a result of the communication monitoring process, and how this information will relate to the development of their child.
  - *The ultimate purpose of monitoring the child's communication development is to determine if the expected 6 months progress in communication development has been demonstrated. If not, the need for adjustments can be discussed (i.e., adjust intensity of communication used in child's natural environment, add communication features, or explore reason for delays via developmental evaluation.*

**LONGTERM OUTCOME – GOAL 4:**

**The family/caregivers will increase their knowledge of auditory development and amplification use, as appropriate.**

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. Describe, model, and assist the family in observing auditory behavior with and without amplification under a variety of distances and settings by use of the SKI\*HI auditory development information and the Early Listening Function (ELF) instrument ([www.hear2learn.org](http://www.hear2learn.org)). Repeat as needed as hearing technology is fit/adjusted. Discuss developing the hierarchy of auditory skills

2. If parents desire their child to use amplification, assist the family/caregivers in implementing daily routine monitoring of amplification function using a hearing aid listening kit. (*Routine usage of amplification and regular monitoring is critical to consistent hearing, which is the foundation of learning verbal speech and auditory skills.*)
3. Provide strategies, support, modeling and suggestions on how to keep the hearing aids in place on the child, consistently during waking hours, throughout the day using information from the SKI\*HI curriculum and internet resources. Hearing aid retention strategies and techniques will reflect the developmental age of the child.

**LONGTERM OUTCOME – GOAL 5:**

The D/HH ECE Specialist and the family will monitor the child’s development of communication skills to determine his or her communication style and progress over time and the IFSP team will update the Communication Plan as needed.

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. A Communication Plan is developed by the parents with guidance from the D/HH ECE Specialist. This is done at the completion of the initial four goals that provide information on the child’s hearing loss, establishing effective interaction strategies, unbiased presentation of the different communication features and options, and use of audition and amplification.

**LONGTERM OUTCOME – GOAL 6:**

The D/HH ECE Specialist providing initial information services, as a member of the IFSP team, will assist families in matching communication methods and expertise of local resources to the learning style and strengths of the child and family.

Actions/Service Plan/Strategies involving the D/HH ECE Specialist:

1. Local resources may include: Regional DHH Centers, Guide By Your Side, Washington Outreach Network team members, DHH school district program, etc.

**CITATION:**

Anderson, K. (2004). Early Intervention Session – Example of Care Plan SHINE Services – Serving Hearing Impaired Newborns Effectively. Retrieved from [http://www.floridahealth.gov/alternatesites/cms-kids/providers/early\\_steps/training/documents/plan\\_of\\_care.pdf](http://www.floridahealth.gov/alternatesites/cms-kids/providers/early_steps/training/documents/plan_of_care.pdf)

Pittman, P. (2004). SKI\*HI Curriculum. Retrieved from <http://www.skihi.org/SkihiMod.html>