

# **SERVICE-DRIVEN TRAINING**

## **Rural Training Innovation from the Pacific Islands**

**Republic of the Marshall Islands  
EHDI Project**

**EHDI Conference 2014 Jacksonville, Florida**

# **Presenters:**

**Nancy Rushmer**

**Early Intervention Trainer**

**Chinilla Peter**

**EHDI Project Coordinator**

**Agnes Flood**

**Newborn Hearing Screening Supervisor**

**Jean Johnson**

**Principal Investigator**

**With Many Thanks to Dr. Yusnita Weirather, EHDI Project  
Pediatric Audiologist**



**EHDI RMI is a  
Collaborative Project With**

**RMI Ministry of Health**

**RMI Ministry of Education**

**Hawaii and Pacific Deaf-Blind Projects**

**Gallaudet Regional Center Hawaii**

**Deaf World Teach**

# RMI EHDI Project Overview

## Chinilla Peter MBA, Project Coordinator



*“My deafness was detected at one month through Newborn Hearing Screening”*

# Republic of the Marshall Islands

- Former U.S. Trust Territory
- Independent Republic since 1986
- Population 66,000 with 30,000 on Majuro---capitol and main island.





## **MAJURO ATOLL**

Twenty nine atolls: 5 islands - 1100 islets –  
located in  $\frac{3}{4}$  million miles of ocean

# Newborn Hearing Screening

Agnes Flood RN,  
Supervisor Newborn Hearing Screening



# Diagnostic Audiology

## Agnes Flood, RN



**Dr. Weirather carries out  
BAER testing**



**Dr. Johnson provides  
cuddles prior to sedated  
BAER testing**



# Early Intervention Training

## Nancy Rushmer MA, EI Trainer



Family Home Visits  
Primary Setting for Training

# **On Site Service-Driven Early Intervention Training**

## **Rationale**

- **Cost Effective**
- **Intensive**
- **Highly Efficient**
- **Immediate Application to service**

# On Site Service-Driven Early Intervention Training

## Four Step Training Model

- |        |   |
|--------|---|
| Step 1 | Observation<br>Family Session I               |
| Step 2 | Content Delivery<br>Seminar I                 |
| Step 3 | Observation and Practice<br>Family Session II |
| Step 4 | Feedback, Assessment, Planning<br>Seminar II  |

# Four Step Training Model

## Step 1: Observation During Family Session



## Step 2: Content Delivery—Seminar I



Understanding the  
Audiogram



The Acoustics of Speech

**Step 3:**  
**Observation and Practice**  
**Family Session II**



**Observe and Interpret Auditory  
Behavior**

**Step 4:**  
**Feedback, Assessment & Planning Seminar II**  
**De-Brief Family Session: Auditory Activity**

**WHO**

**ACTIVITY**

**Early Intervention Teacher**

**Describe child's (C's) auditory behavior**

**EI Teacher**

**Relate C's use of bike horn to *Audiogram of Familiar Sounds***

**EI Teacher**

**What have we learned about C's functional hearing?**

**EI Teacher and Trainer**

**Next steps in assessment of C's functional hearing**

# **Basic Curriculum**

## **Service-Driven EI Training**

**Supporting Families**

**Communication and Language Development**

**Auditory, Vocal and Speech Development**

**Teaching Through Talking/Signing**

**Assessment**

**Teaching Basic Signs if Appropriate**



# **Supporting Families**

**Listen to Families**

**Watch and Learn from Families**

**Collaborate with Families**

**Guide and Support Families**

**Share Information and Resources with Families**

**Provide Family Support Groups**

# Supporting Families



**Listen to Families**

# Supporting Families



Watch and Learn From Families

# Supporting Families



**Provide Family Support Groups**

# Supporting Families



Parents learn from other families and  
Deaf and Hard of Hearing Adults

# **Communication and Language Development**

**Observe, Describe and Interpret Infants'  
Prelinguistic Communication**

**Respond to Babies**

**Observe and Describe Families' Natural  
Communication Skills with their Child**

**Use Effective Communication Strategies that  
Promote Language**

# **Communication and Language Development**

**Use Visual Communication Strategies**

**Know First Words of Babies and Toddlers**

**Teach Through Talking/Signing Throughout the Day  
Using Daily Routines and Play**

**Understand Prelinguistic Communication**

**Understand the Sequence of Language Acquisition**

# Communication and Language Development



**Interpret Child's Prelinguistic Communication**



# Communication and Language Development



**Respond to Child's Prelinguistic Communication**

# Communication and Language Development



**Support Families' Natural Communication Skills**

# Communication and Language Development



**Narrate the Language of  
Daily Routines and Play**

# **Auditory and Vocal/Speech Development**

**Predict Functional Hearing Using the Audiogram**

**Teach the Meaning of the Specific  
Sounds the Child Hears**

**Listen to, Record, Reinforce Child's Vocalizations**

**Encourage Vocalization and Vocal Imitation  
by Associating Vocal Sound with Movement**

# Auditory and Vocal/Speech Development



**Encourage Vocal Imitation:  
Associate Vocal Sound with  
Moving Object**

# Auditory and Vocal/Speech Development



**Sing to the baby. Use rhymes, dancing and finger plays**

# Teaching Basic Signs



**Use Materials Appropriate for Babies  
and Young Children**

# Assessment and Planning



**Use Parent Interview and Child  
Observation to Assess All  
Developmental Domains**



# EHDI Drives the Future

For All Babies With Special Needs  
in the RMI

Jean Johnson, DrPh,  
Principal Investigator



# *Kommol Tata!*

Our thanks for the wonderful support

- RMI Families of Deaf and Hard of Hearing Children
- Ministry of Health, The Republic of the Marshall Islands
- Ministry of Education, The Republic of the Marshall Islands
- Hawaii and Pacific Deaf-Blind Projects
- Deaf World Teach
- Gallaudet Regional Center, University of Hawaii
- Center on Disability Studies, University of Hawaii
- The Honorable Tom Armbruster, U.S. Ambassador
- Robert Reimers Enterprises
- Rose Eachus, RN, Ministry of Health