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 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, El 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

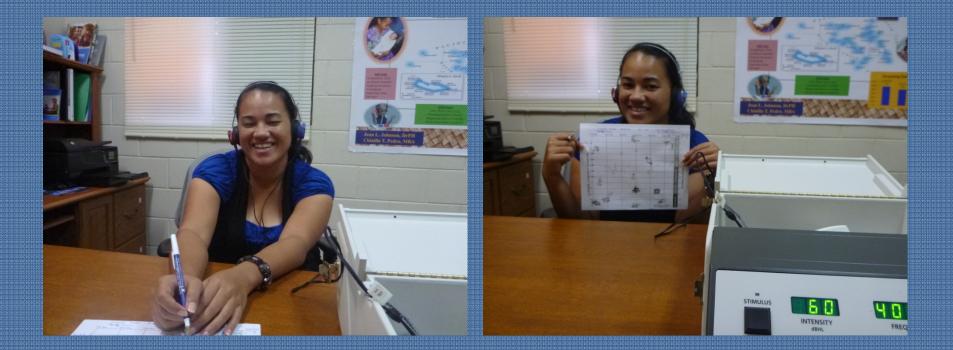
- Step 1 Observation Family Session I
- Step 2 Content Delivery Seminar I
- Step 3 Observation and Practice Family Session II
- Step 4 Feedback, Assessment, Planning Seminar II

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

<u>WHO</u>

ACTIVITY

Early Intervention Teacher

El Teacher

El Teacher

El Teacher and Trainer

Describe child's (C's) auditory behavior

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

What have we learned about C's functional hearing?

Next steps in assessment of C's functional hearing

Basic Curriculum Service-Driven El Training

Supporting Families Communication and Language Development Auditory, Vocal and Speech Development **Teaching Through Talking/Signing** Assessment **Teaching Basic Signs if Appropriate**

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



Listen to Families



Watch and Learn From Families



Provide Family Support Groups



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

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



Interpret Child's Prelinguistic Communication



Respond to Child's Prelinguistic Communication



Support Families' Natural Communication Skills



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