### 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 <sup>3</sup>/<sub>4</sub> 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**

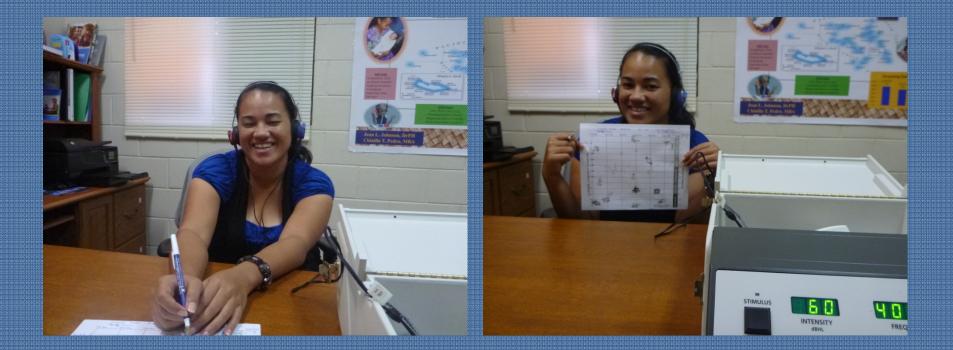
- Step 1 Observation Family Session I
- Step 2 Content Delivery Seminar I
- Step 3 Observation and Practice Family Session II
- Step 4 Feedback, Assessment, Planning Seminar II

# 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