

Groupat 2

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Introduction:

Our Center's focus is to place deaf and hard of hearing children in a typical classroom as early as possible in order for them to participate appropriately in a social and academic setting. Therefore, commencement of group therapy often begins at age two. Participants in group are age matched based on their developmental, listening, and spoken language skills. Group therapy follows a thematic unit schedule based on the children's experiential knowledge which includes holidays, seasons, and events. A theme is utilized for two weeks in order to ensure repetition of targeted goals and objectives. Sessions follow a specific routine outlined below. Graduate student clinicians are able to facilitate group in an effective manner due to a child to clinician ratio of 1:1. A typical group meets 1-2 times per week for 1-2 hours and includes 3-5 children who are deaf or hard of hearing. Parent participation is often utilized during the session; however, specific carryover activities incorporating the theme are reviewed and sent home on a weekly basis.

Questions:

1. How is group treatment implemented effectively at age 2?
2. What are some ideas for themes and routines to be used in group therapy?
3. What are some ideas for parent guided carryover activities related to the thematic unit?



Themes Used at Our Center

Fall associated themes:

**Community Helpers/Transportation **Take a Picture
**Camping **Fall **Thanksgiving **Holidays

Spring Associated Themes:

**Snowman/Sledding/Skating **Classic Stories/Nursery Rhymes
**Valentines Day **Farm **Easer/Spring/Senses

Summer Associated Themes:

**Zoo **Playground/Picnic **Fishing/Boating
Ocean/Vacation/Swimming **Around the House

General Goals and Objectives:

- Receptive and Expressive ID of thematic vocabulary & Learning to Listen sounds
- Receptive and Expressive ID of early prepositions (in, on, off)
- Basic Concepts (name, age)
- Receptive and Expressive ID of -ing verbs
- Answering yes/no questions
- Learning to Listen Sound Associations
- Exposure goals for: size differences, prepositions, pronouns, primary colors, counting, and using negation.

Group Schedule Outline

Circle Time

The children are welcomed to the group and basic personal information is reviewed. New vocabulary relevant to the thematic unit is introduced.

- Hello Song (Hello everybody and how do you do? How do you do? How do you do? Hello everybody and how do you do? How do you do today?)
 - Child are asked to respond to the question "How are you today?" They tell how they feel and ask their peers and student clinicians how they feel.
- Name Song
 - Child identifies the letters in their name and begins to recognize what their name looks like and identifies how old they are.
- Knocking Song (Knock, knock, knock. Who's that a-knocking? Knock, knock, knock. Who's that a-knocking? Knock, knock, knock, who's that a knocking? Who's that knocking on my door?)
 - New vocabulary associated with the thematic unit is introduced. Items are hidden behind the door and appear 1 at a time. Children knock on the door and clinician uses say before show technique to target vocabulary names and Learning to Listen Sounds.

Motor Time

The children participate in group movement.

- Call children over to movement time
 - Clinician calls the children over by their names and/or a description of the child.
- Perform Movements
 - Children perform movements (i.e. jumping, hopping, walking, running, skipping).
 - Sing -ing verb song
 - Running, running, we are running. Run, run, run. Run, run, run.
 - Additional theme related motor activity

Snack/Story Time

The children listen to a story being read or situational and eat snack. Yes/no questions, receptive and expressive ID of vocabulary is targeted.

- Children around a table and eat a snack.
 - Children request a drink and snack and ask for more and tell when they are all done.
- Thematic Story (Book or Situational Story with Manipulatives)
 - Clinicians reads a story or tells a situational story with manipulatives associated with the thematic unit to the children. As the clinician reads the book, receptive and expressive ID of vocabulary is targeted. Children are called upon by name to answer a specific question.

Art/Craft Time

The children make a craft related to the thematic unit.

- Children are led through the making of the craft by student clinicians.
- Clinicians prompt children to identify thematic vocabulary and additional targets

Thematic Unit Example—Zoo Unit:

Intro-

**Sing Hello Song- Targets include: following rhythm of song, identification of gender (boy vs. girl), emotion words (happy sad, good, fine) and age.

**Sing Name Song—Targets include: Auditory-Only ID of name & exposure to name letter identification.

**Sing "Knock, Knock" song—Targets include: A/O ID of zoo animal sounds and rec/exp IDof animal names, Imitate L2L animal sound (i.e. zebra, elephant, monkey, lion, tiger, giraffe, rhinoceros, etc...)

Movement—

**Sing Rhythm song—Zoo related motor activity— "Come on everybody...Let's walk and talk like the animals do."

Target verbs (run, walk, jump, sit) "Running, Running, run, run, run!

Situational Story—

**Targets include: rec/exp vocab (animal names, eat/feed, go/stop, boy/girl), L2L sounds (ID and produce), verbs (sleeping, eating, sliding), pronouns (he/she)

Snack—

**Target verbal requests (I want more/cracker, social language (please/thank you), taking turns, vocab (eat, drink, food vocab, A/O ID of name. Read a zoo related book-target print and alphabet knowledge

Art—

**Color zoo animals--target A/O identification of Animals by L2L sound and name, target requests (I want ___), color names (rec/exp id), label body parts of animals (include exposure to higher level vocabulary like horns or trunk)

Helpful Hints

- Use advanced children as models during the session.
- Create activities that facilitate sensory input for multimodality learning.
- Give each child equal turns—call on them specifically using their name.
- Provide Hand-Over-Hand assistance and/or model when needed
- Utilize repetitive songs and choral auditory bombardment.
- Only one voice or auditory stimulus be present .
- Use interesting objects for sensory input.
- Have multiple objects to increase attention.
- Move props & objects to voice—pair sound with movement.
- Utilize techniques and strategies: acoustic highlighting, auditory space, hand cue, recasting, build ups and breakdowns, expansion and expectant pause to emphasize target concepts during the session.
- Maximize parent to parent partnerships
- Top 10 strategies for parents (i.e. yardstick level, 1,2,3, make your point. etc...)

