



BRIDGE

to better communication

For Early Intervention

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CARTWRIGHT
SCHOOL DISTRICT No.83
The Gateway to Achieving Tomorrow's Dreams





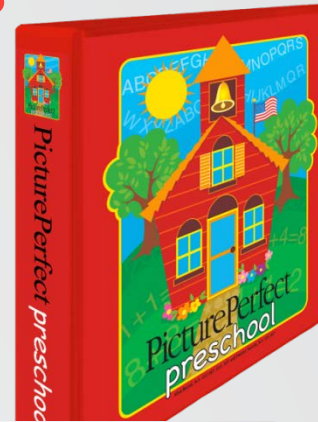
BRIDGE

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MED-EL's BRIDGE Program
Rehabilitation and Support Resources

BRIDGE Material Categories

- Pediatric Habilitation
- Pediatric Assessment
- Teen Rehabilitation & Assessment
- Adult Rehabilitation
- Adult Assessment
- Resources
- Mellie the MED-Elephant



Resources

Educator Packet

A vinyl envelope full of goodies!

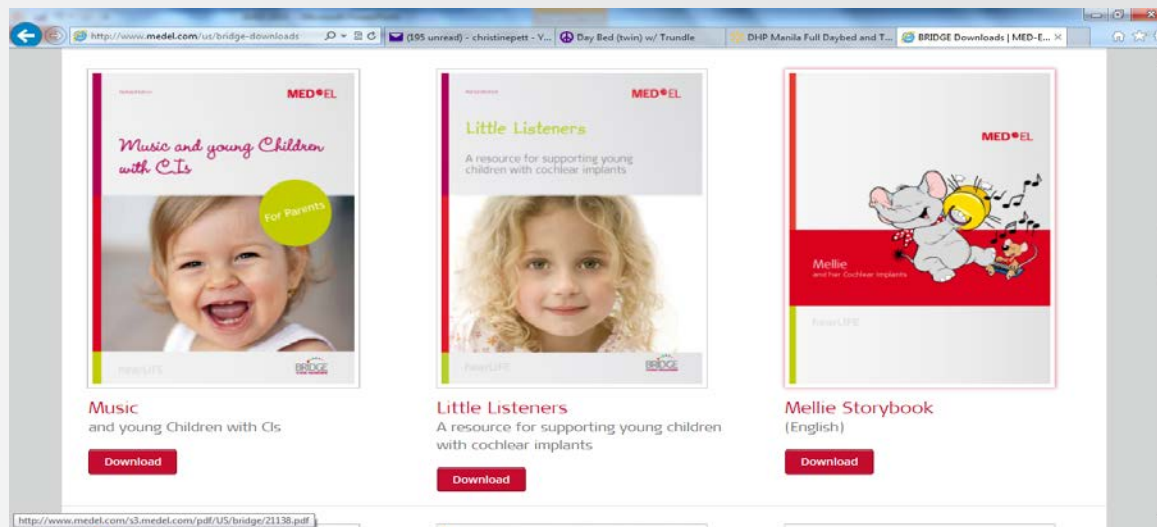
– Contents:

- CD
 - Educational Resources
 - Numerous resources from BRIDGE download center
 - Educator Handbook
 - English and Spanish materials
- Welcome and Download card
- Ling cards
- Loudness scales
- MED-EL MADE EASY Cards
- Bridge catalog & order form



Where Can I Find these Materials?

- Everything we discuss today is orderable/downloadable for at www.medel.com



- Order with a BRIDGE catalog order form, also available online.

Using BRIDGE for Early Intervention

- Infant
- Toddler
- Transition

- **LET'S DISCUSS**

- What is happening to the child during these times?
- What are a parent's needs during each of these times?
- What is your role during each of these times?

Parent Guide

A comprehensive support guide for parents of children with hearing loss

- Topics from “how we hear” to treatment for hearing loss
- Developmental chart
- Early intervention & educational options
- Advantages of the Maestro CI system
- Parent stories



Let's take a look at the Parent Guide

- Divide into groups and discuss the different components of the Parent Guide

Let's Take a Look at the Parent Guide

In your groups, choose a facilitator

Assignment of pages

As a group, make a list of what components could be useful to you as an EI provider?

WHY/HOW could you use this with your families?



Review the Parent Guide

- Glossary of terms
- Developmental Checklist
- How We Hear/Audiogram Info/Types of Hearing Loss & Severity
- Discusses Emotions
- Why is EI so important?
- Next Steps after diagnosis
- HA vs CI
- CI candidacy Info

- Specific information about MED-EL's MAESTRO system
- Success Stories

Little Listeners

Resource for supporting young deaf children with CIs

- Available as a download and in print
- FREE!



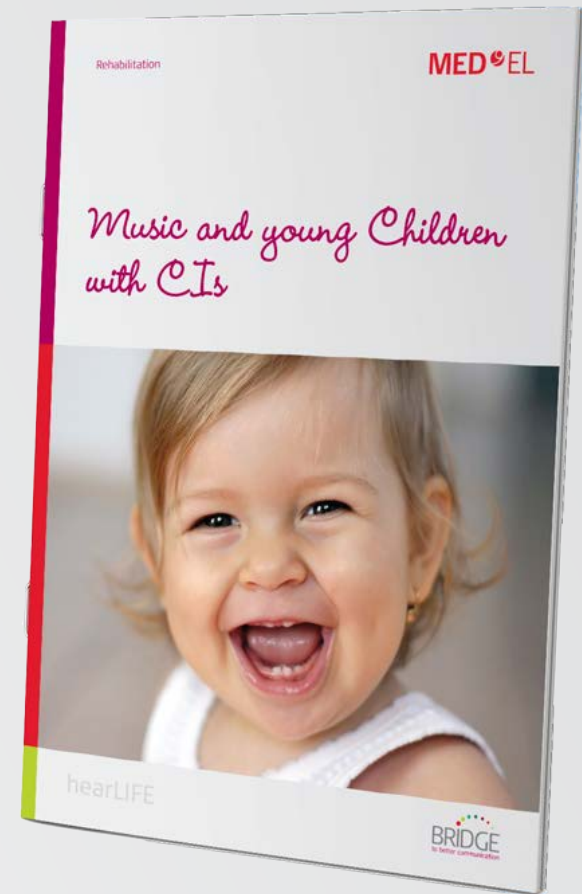
Let's Take a Look at Little Listeners

- What components can be a resource to you as an Early Intervention Provider?
- Take 10 minutes to look through the material. At your table discuss how you might use this tool for:
 - the Infant stage?
 - the toddler stage?
 - the transition stage?

Music and Young Children

Music activities for young children

- For Parents
- Booklet includes
 - Discussion about the benefits of music on the developing brain
 - Activities to strengthen musicality
 - Musicality Rating Scale (25 skills)
 - Also available as a download at www.medel.com



Developed by Julie Kosaner

Musical Ears: Activity

- Look over pages 3-4 of the guide. In what ways does music benefit the developing brain?
- Within your groups, discuss different activities for strengthening the development of musicality
- Look over pages 11-15. How can you encourage a child's interest in music and musical instruments?
- How is the Musicality Rating Scale useful?

Share/Discuss

- An experience you had using music to teach listening and spoken language with one of your students
- How did the child react?
- What growth did you see in listening/language skills?
- How did you take it to the next level?

Page 12

Making Instruments at Home

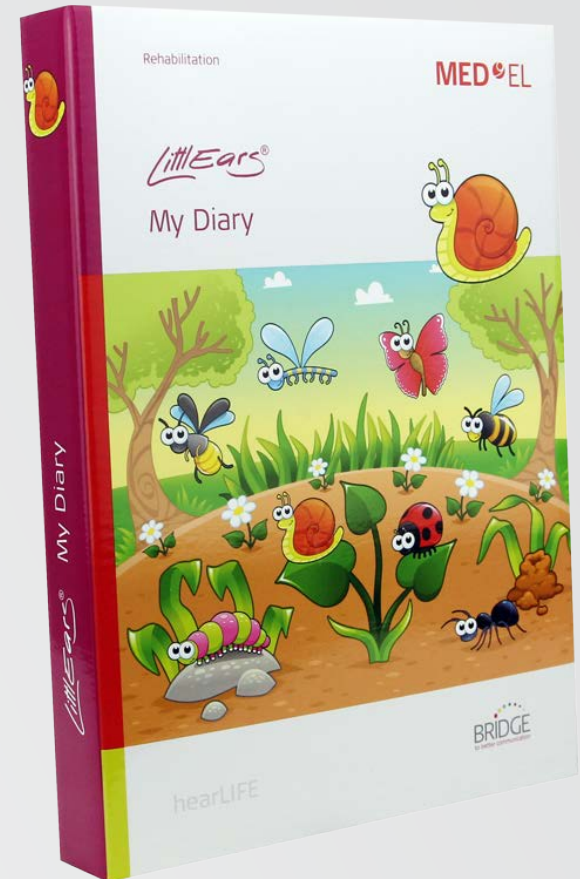
- Creating instruments doesn't have to be expensive!
- Use the materials being handed out to you to make two simple instruments you can use with your students.



My LittleEARS[®] Diary

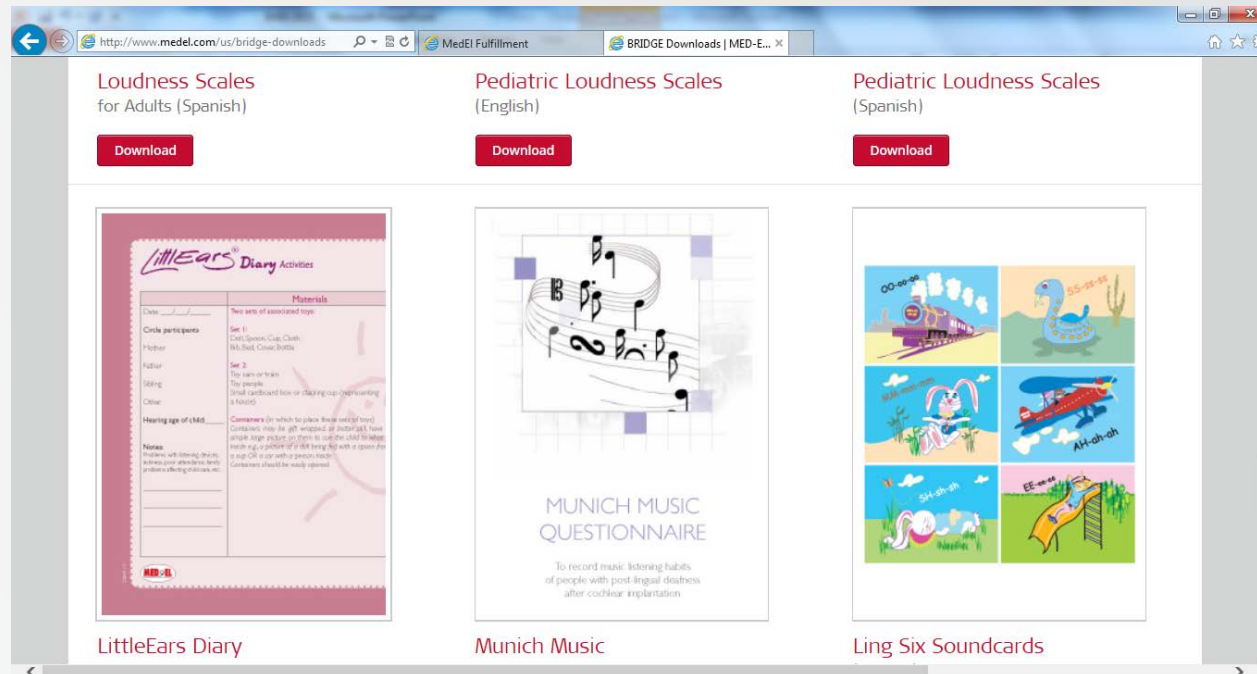
Gathers information about early auditory, speech and language development

- For parents and professionals
- Parents document their young child's early auditory, speech and language progress in the first 28 weeks following fitting
- Additional Diaries available as a free download and on the Educational Resources CD



Finding the free Diary download online:

- www.medel.com
 - For Parents
 - Rehabilitation Materials
 - Scroll to the Diary



My LittleEARS[®] Diary Kit

Components

- Diary
 - Gives a structure to parent's observations about their child
- Parent book
 - Guideline explaining how to use the diary
- First Words List
 - For recording the first words of the child
- Therapist book
 - An overview of the auditory, speech and communication AND general behavioral developmental milestones to be expected in the first 2 years of life
 - Provides a guideline of how to use the diary in therapy
- Diary overview sheets
 - For therapists to record questions and observations taken from the diary



The Diary

- To be filled out weekly
- Guided questions
- Suggestions to try
- Space for parents' observations
- Space for memories, pages for drawing, painting and photos

DATE:

1 What was the most important observation for you this week?

WEEK 1

A small reminder,
to fill out the list with
your child's first name.
Thank you!

2 How does your child react when you put on their device (CI or MIP)? What about when you take it off?

3 We want you to list the sounds your child responds to. How loud are they? What was the reaction to them?

Sounds	Loudness	Reaction

What might you observe at the beginning!

In the first weeks after the switch on to the processor or hearing aids, your child will probably show a lot of different and new reactions to voices and environmental sounds. Right now, the device may not be programmed to pick up soft sounds, so don't be disappointed if she fails to pick them up. Your child needs to get used to sounds and we don't want to scare them. Over time, the programme will be changed and then she will be able to hear these softer sounds.

What kind of reactions might you observe? Watch your child...

- doesn't react yet
- wakes up
- giggles, or becomes attentive, or stops what she's doing
- starts to move
- starts to reach their dummy
- smiles
- changes their facial expression
- becomes interested and looks to you
- starts to use their voice
- startles, or shows signs of discomfort
- cries, or turns away

It is important for the programming process that you observe which sounds (what kind of sounds and how loud they are) your child reacts happily or curiously to, and which sounds your child is startled by or shows discomfort to.

DATE:

WEEK 8

1. What was the most important change you observed in your child's reactions this week?

Is there music in your child's home environment? Please, check any that apply.

- We are not used to music in our home
- In the background the radio is turned on softly
- We listen together to children's songs our child likes
- We (sometimes) sing during daily activities
- We play an instrument and practice in the house

2. What happens if you turn on some music? How does your child react?

Why is music important in daily life?

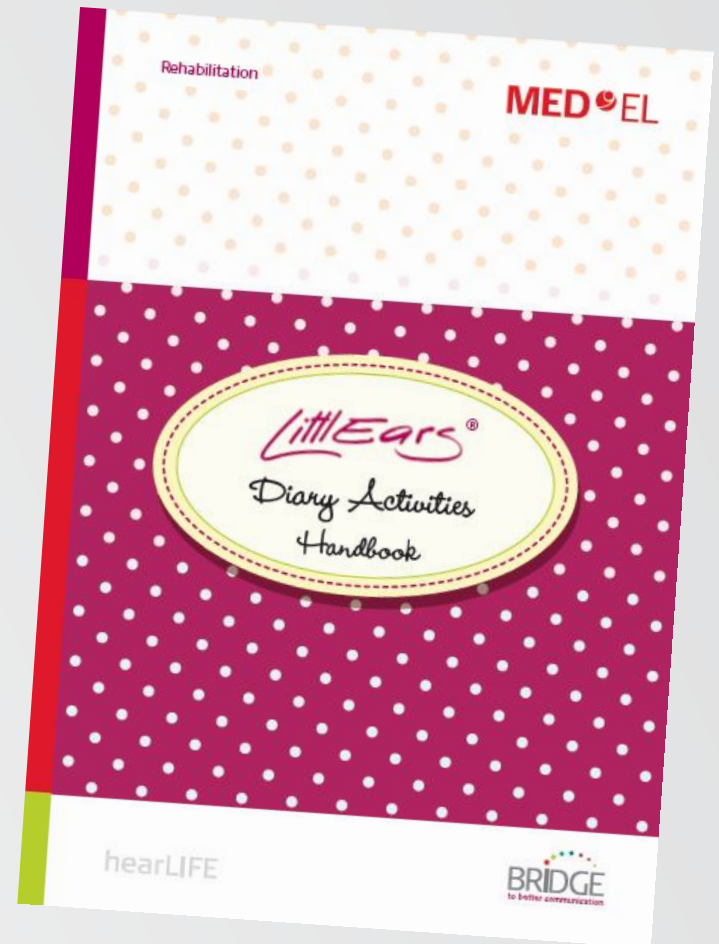
Music is fun! All children love to hear songs, rhymes and stories over and over again. Children like you to repeat yourself; it is not boring for them. On top of that, it is important in helping them to learn to hear and listen.

That is why you cannot offer too many "hearing rituals" to your child. You could sing a bedtime song every evening or you could always say the same nursery rhyme before you eat. But just as useful are daily routines, where you always repeat the same sentences. "Let's go to bed, put on your pajamas and brush your teeth!" By having such a ritual, your child will learn through repetition the words and sentences and their meaning in the specific situation. Songs and music routines serve many functions, but in the end it is the pleasure that it gives which is of primary importance!



LittEARS[®] Diary Activities

- Available as a free download for parents and professionals
- Developed as a supplement to LittEARS Diary or a stand alone piece
- 28 weeks worth of activities
- Includes:
 - Diary Handbook
 - Diary Activities
 - Family Interaction Rating Scale
- Included on “Educational Resources CD in Educator Packet



LittEars[®] Diary Activities Family Interaction Rating Scale



SCORING: 0 - 2

* Hearing age of child

Communication: Adult behavior which facilitates interaction	Date	Date	Date	Date	Date	Date
	HA*	HA*	HA*	HA*	HA*	HA*
1. Adult acknowledges child's contributions by nodding, smiling or somehow letting the child know that his contribution has been noted.						
2. Adult responds appropriately to the child's meaning, e.g. performs requested task and talks about it.						
3. Adult refrains from talking too much, instead tries to talk as a response to the child's contributions.						
4. Adult talks about what the child is interested in, e.g. what the child is looking at or pointing to.						
5. Adult uses language at a level appropriate to the child's understanding.						
6. Adult pauses often during interaction by looking expectantly at child and waiting for a contribution.						
Total	/12	/12	/12	/12	/12	/12

/14



Form to be used in conjunction with observational family guidance sessions





FAMILY INTERACTION RATING SCALE

Name of child: _____ Date of birth: ____/____/____

Name of evaluating therapist / teacher: _____ Relationship to child: _____

Name of adult being evaluated: _____ First hearing aid fitting: ____/____/____ side: R / L

Date of CI surgery: ____/____/____

Date of 1st CI fitting: ____/____/____ side: R / L

Date of 2nd CI surgery: ____/____/____

Date of 2nd CI fitting: ____/____/____ side: R / L

SCORING: 0 - 2


- 0 = Behavior is not observable
- 1 = Behavior occurs occasionally
- 2 = Behavior occurs habitually



Form to be used in conjunction with observational family guidance sessions





	Materials	Activity
<p>Date: ___/___/___</p> <p>Circle participants</p> <p>Mother</p> <p>Father</p> <p>Sibling</p> <p>Other</p> <p>Hearing age of child: _____</p> <p>Notes: Problems with listening devices, sickness, poor attendance, family problems affecting child care, etc.</p> <hr/> <hr/> <hr/>	<p>Two changes of clothes: Vest, pants, T-shirt, cardigan, sweater, skirt, dress, shorts, trousers, socks, tights, shoes, boots, etc.</p> <p><i>Have items of different colors, sleeve lengths, textures and thickness so that a choice can be offered.</i></p> <p>A bag owned by the child to put the clothes in.</p> 	<p>Getting dressed:</p> <ul style="list-style-type: none"> • Draw the child's attention to the bag, encourage the child to open it and peek inside. Help the child pull out some items, talk about whose clothes they are. You can have fun trying to put on clothes or shoes that are too small for you, etc. You may prompt the child to communicate by kidding that his shoes are your shoes. • Encourage the child to allow you to take off his shoes and socks and change them for ones out of the bag. Try to offer choices, 'Do you want to put on boots or slippers?' Play and talk with the child as you help him to dress by tickling under arms, saying 'boo' as the child's head pops out of the sweater, or by counting and tickling toes. • The adult should encourage the child to actively participate by trying to fasten velcro fasteners, trying to pull up trousers, etc.

Additional Resources

- Interactive Web Games
- Kids Corner

SoundScape

Interactive listening games on the MED-EL website-6 age groups

- Starting Out (0 – 2)
- Old MacDonald's Farm (2+)
- Ms. MacDonald's Shed (2+)

- PDFs with additional activities



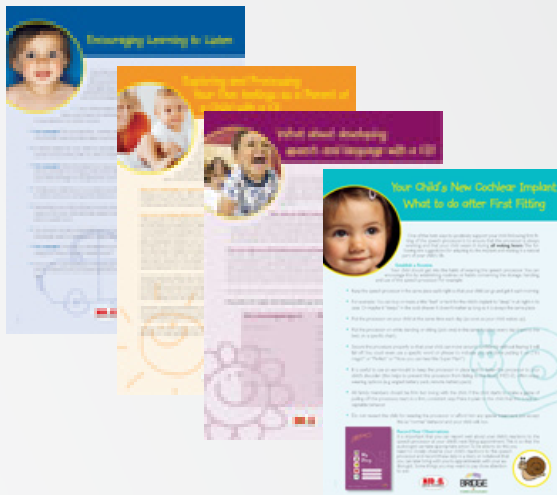
Demonstration

- Old MacDonald's Farm



Starting Out

Additional Resources



- Encouraging Learning to Listen
- Exploring & Processing
- What About Developing Language with a CI?
- Your Child's New Cochlear Implant

Other MED-EL Online Resources

- MED-EL Facebook provides news and updates on devices, resources and BRIDGE materials.
- The MED-EL Blog- medel.com/hearingpeople

Questions?

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