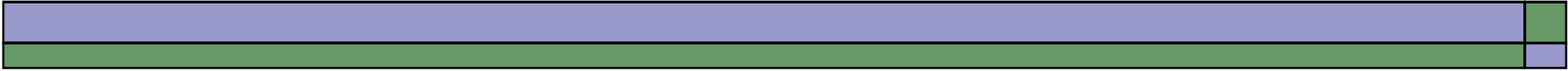

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Acknowledgement

- Children with hearing loss are NOT a homogeneous group. Therefore, due to a number of factors, a single communication methodology isn't appropriate for all children with hearing loss.
- *HOWEVER*, because of changes in the field of deafness and enhancements in hearing technology and intervention/educational strategies, an increasing number of children with hearing loss are now learning to listen and talk.
- This presentation will focus on these trends.



Learning Objectives

- Discuss the need for improved training of future professionals, especially in the areas of family-centered intervention, use of hearing technology, and teaming.
- Discuss the benefits of a transdisciplinary approach to university graduate training;
- Review the successes and challenges associated with an integrated training model for Audiology, Early Childhood Special Education/Deaf Education, & Speech-Language Pathology.



Implications for Graduate Training – Retention in Field

- Lack of family-centered training
- Meeting the needs of infant/toddler population
- Disconnect between education and practice
 - Self-contained vs. itinerant and/or resource teaching
- Multicultural & diversity needs of families
- Multiple disabilities/varying learning needs of the children
- Understanding & integrating current hearing technology
- Disconnect between “teaching speech” vs. facilitating language through listening/audition (developmentally)
- Need for ongoing staff development/lifelong learning/mentoring



Personnel Preparation - Challenges

- Knowledge and Skills in working with Infants and Young Children with Hearing Loss
 - Shortage of professionals with specialized expertise, especially in auditory learning & spoken language
 - Few university programs providing specialized training
 - Few university programs incorporate interdisciplinary and/or transdisciplinary teaming



Definitions

- Multidisciplinary
 - Separate evaluations & assessments; independently set & implement own intervention plans.
- Interdisciplinary
 - Interaction among team members to assess & implement plan; team determines best method for service delivery.



Definitions

- Transdisciplinary
 - Interventionist fulfilling multiple roles; careful coordination & ongoing communication with other service providers; performing tasks collaboratively by sharing not only information, but roles.
- Reality: Most programs of excellence will use a combination of these teaming strategies to meet the individual needs of each child & family.



Implications for Graduate Training

- Do graduates have the skills to:
 - Have the training and experience required to work with infants and toddlers with hearing loss?
 - Utilize family-centered practices?
 - Have familiarity with all areas of child development?
 - Utilize intervention strategies appropriate for infants and toddlers rather than preschool strategies downsized?

Implications for Graduate Training

- Do graduates have the skills to:
 - Monitor progress over time?
 - Assess in all areas of child development and/or collaborate with others to know this information?
 - Use assessment to guide intervention?
 - Use assessment to determine if a change in intervention is warranted?





Implications for Graduate Training

- Do graduates have the skills to:
 - Work in partnership with other members of the early intervention team?
 - Value the expertise of others members of the team?
 - Resolve professional differences in a way that does not put the parents in the middle of a professional disagreement?



A Shifting Paradigm

“The nexus of several factors – early identification, early intervention, greater parental awareness, and improved technology - has led to a growing paradigm shift in the habilitation and education of children with hearing loss. Never before in history have children with significant hearing loss had the potential for such communicative and academic success.”
(Houston, T., 2003)



Early Intervention in North Carolina

□ Number served/ 0 to 3 (2002) 250

□ Communication Methodology

□ Year	TC/ASL	A-O/A-V
■ 1997-98	60%	40%
■ 1998-99	52%	48%
■ 1999-00	36%	64%
■ 2000-01	33.5%	66.5%
■ 2003-04	16%*	84%*

* Statistics from BEGINNINGS



UtahStateUniversity

Graduate Studies Program in

Auditory Learning & Spoken Language

**Department of Communicative Disorders
& Deaf Education**



Graduate Studies Program

- Emphasis to train:
 - Pediatric Audiologists
 - Speech-Language Pathologists
 - Educators of the Deaf/Early Childhood Educators
- Innovative auditory learning program focused on producing practitioners who can meet the developmental, communicative & educational needs of children with hearing loss, birth to age 5.



Program Mission & Goals

- Providing coursework that spans current best practices and the latest research in the area of auditory learning and spoken language for children with hearing loss and their families;
- Offering comprehensive clinical and practicum assignments to students in training to ensure the timely application of content knowledge;



Program Mission & Goals

- Requiring participation in ongoing research that is analyzing communication outcomes and related topics of study;
- Embracing “colleagueship” – where students in training are seen as future colleagues in the fields of Audiology, Speech-Language Pathology, and Early Childhood Special Education/Deaf Education;



Program Mission & Goals

- Supporting participation in local, state, national and international field-based experiences that compliment the student's professional development;
- Encouraging life-long learning and continuous renewal in the student's chosen field of study.



Philosophy:

Cross-Training & Collegueship

- Among the Graduate Students:
 - *fostering a an understanding and appreciation of unique perspectives, knowledge, skills, values and purposes of each of the professions represented on the team;*
 - *ability to listen, to trust, to be open, and to communicate clearly and effectively, and a willingness to give feedback, & to share power and expertise.* (DeGraw, et. al., 1996)
- Collegueship: training the future practitioners



Auditory Learning Emphasis

- Two-Year Programs of Study:
 - Emphasis in SLP & AUD
 - Embedded in existing curricula
 - Masters in Special Education
 - Early Childhood Education – Deaf Education
 - New Masters in Deaf Education in development focused on birth to age 5
 - Read more at:
www.auditorylearning.usu.edu



Coursework in Auditory Learning

- *Facilitating Auditory Learning & Spoken Language*
- *Teaching Speech to Children with Hearing Loss*
- *Pediatric Audiology*
- *Language & Emergent Literacy in Children with Hearing Loss*
- *Family-Centered Intervention with Children with Hearing Loss,*
- *Multiple Disabilities & Syndromes*
- *Cochlear Implantation*



Practicum in Auditory Learning

- Sound Beginnings (*Primary site*)
- Auditory Oral School of New York (Brooklyn, NY)
- CASTLE Program (University of North Carolina at Chapel Hill),
- CREC Soundbridge (Wethersfield, CT),
- Hearts for Hearing Foundation (Oklahoma City, OK),
- Jean Weingarten Oral Peninsula School for the Deaf (San Francisco, CA),
- Listen & Talk (Seattle, WA),
- Presbyterian Ear Institute – Albuquerque (Albuquerque, NM),
- Saticoy Elementary School (Los Angeles, CA),
- The Moog Center for Deaf Children (St. Louis, MO),
- The Vancouver Oral Centre for Deaf Children (Vancouver, British Columbia), and
- Tucker-Maxon Oral School for the Deaf (Portland, OR).



Integrated Practicum Site

- Intensive practicum experiences
 - Home-based Services
 - Language Groups (Teaming)
 - Pull-Out Therapy
 - Individualized listening & spoken language intervention
 - Parent Participation & Training
 - Push-In Teaching/Intervention
- Cooperative Learning
 - Teaming with AUDs, SLPs, ECSE/DE
- Transdisciplinary/Cross-Training

Graduate Studies Program

"It's so much more than a program. When you see a parent's face light up in surprise and excitement as they hear their child say a new word or finally use their voice to ask for something they want, you realize that's the reason you're in the field. Having a parent thank you for helping their child speak...there's nothing quite as rewarding as that."

Megan Mansfield,
Au.D. Graduate Student, 2009



Graduate Studies Program



Nicole Martin,
SLP Graduate Student, 2009

"I appreciate the close camaraderie among the graduate students who will also be valuable professional associates in the future. I will be an outstanding therapist because of what I have gained from my professors and my peers. I feel indebted to each one of them. What a privilege it is to participate in this program. My exciting career has already started!"



Graduate Studies Program

Successes

- Funding
- Well-defined courses
- Recognition of need for program at all levels of USU
- Support for cross-training
- Integration within existing programs of study
- New building

Challenges


- Integration within existing programs of study
- Coordinating cross-training within clinical & educational settings
- Physical separation of programs
- Faculty – balancing multiple roles

http://www.auditorylearning.usu.edu/index.html

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Graduate Studies Program in Auditory Learning & Spoken Language

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Guidelines & Position Statements

- *Joint Committee on Infant Hearing Year 2007 Position Statement*
- *State EHDI Guidelines*
- *American Speech-Language-Hearing Association (2004). Guidelines for the audiologic assessment of children birth to 5 years of age*
- *American Academy of Audiology Pediatric Amplification Protocol (2003)*



Guidelines & Position Statements

- *Council on the Education of the Deaf (CED)*
- *American Speech-Language-Hearing Association (1992). Sedation and topical anesthetics in audiology and speech-language pathology. Asha, 34 (March Suppl. 7), 41-42.*
- *American College of Medical Genetics (2002): Genetics evaluation guidelines for the etiologic diagnosis of congenital hearing loss. Genetics in medicine, 4 (3), 162-171.*
- *Academy for Listening & Spoken Language, Alexander Graham Bell Association for the Deaf & Hard of Hearing*



Guidelines & Position Statements

- *Alexander Graham Bell Early Intervention Best Practice Model*
- *The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students (April 2005) Goal One: Early Identification and Intervention*
- *Report and Recommendations of the 2004 National Consensus Conference on Effective Educational and Health Care Intervention for Infants and Young Children with Hearing Loss*

Our Motivation!



Thank you for listening!

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Facebook Group: *Graduate Studies Program in Auditory Learning & Spoken Language*