



# SERVICE MODEL FOR DEAF FAMILIES CHOOSING AN AUDITORY-VERBAL APPROACH

Wainscott, Cassidy, & Menezes – EHDI 2009



- Oral Children of Culturally Deaf Families Present Unique Needs and Challenges
- Goal: Improve access & efficacy of intervention services for deaf children of Deaf families, promoting improved language & academic outcomes



# Innovative Service Model

- ❑ Investigating an Emerging Trend
- ❑ Service Model Evolving from Practice
  - ❑ Parent Education
  - ❑ Spoken Language Exposure at Home
  - ❑ Spoken Language Access in the Community
  - ❑ Collaboration with School Programs
- ❑ Three Case Studies



# Investigating the Trend

- Two Tiered Recruitment
  - ▣ Multiple Centers & “Snowball”
- Two Tiered Data Collection
  - ▣ Quantitative & Qualitative
- Service–Driven Parameters
  - ▣ Demographic Profile
  - ▣ Pre & Post Communication & Services
  - ▣ Decision–Making
  - ▣ Service Provision



# Investigating the Trend

- ❑ Primary factors education & access
- ❑ Age of implant somewhat later
- ❑ School choice is a challenge
- ❑ ASL still highly valued
- ❑ View intense oral training as temporary
- ❑ Varying experiences with Deaf community
- ❑ Mixed perceptions of AV Therapy



# Priorities of Deaf Families

- Priorities Similar to Hearing Families
  - promoting academic skills
  - social & community access
  - future employment opportunities
- Priorities in Contrast to Hearing Families
  - Bilingualism– competence in ASL & English
  - Biculturalism – strong Deaf identity



# Practice Challenges

- ❑ Language & modality used by the family is not the target language of Spoken English.
- ❑ Methods of engaging family in therapy seem contraindicated by family communication.
- ❑ Limited access to Auditory–Verbal options for Deaf families reflects on commitment to a continuum of services for all families.



# Service Model Evolving from Practice

- Reframing philosophy and practice
  - ▣ language modality
  - ▣ language access
  - ▣ “first language”
- Valuing integrity of both languages
  - ▣ Receptively and expressively
- Identifying parameters of therapy setting and language use
- Appropriate expectations for outcomes





# Adapting Parent Education

## Goal: INFORM & EMPOWER

- ❑ Building rapport & relationship in ASL
- ❑ Modifying role of participant parent
  - ❑ equipment check
  - ❑ listening tasks
  - ❑ modifying expressive tasks
- ❑ Planful communication for modeling-coaching
- ❑ Choosing timing, modality, setting
- ❑ Providing specific feedback



## Promoting Language Exposure at Home

Goal: Frequent & deliberate exposure to continuum of language experiences

- Recognition that incidental exposure to language will be reduced
- Use of clinician prepared materials
- Use of existing technology
- Involvement of family network



# Supporting Community Language Access

- Goal: Increased exposure to spoken language receptively & opportunities to use oral communication socially.
- Connecting with community network of hard-of-hearing & deaf
  - Advocating for use of assistive technology
    - exposure and access
  - Selecting optimal opportunities for exposure
    - park programs, library events, mentors



# Collaborating with School Programs

**Goal: Complementing existing program; Progress on the continuum of oral, inclusive placement.**

- ❑ Therapy plans with educational goals in mind
- ❑ Prioritizing language development & content access
- ❑ Coaching or participating in the IEP process
- ❑ Regular communication & visits with schools
- ❑ Shared professional development programs
- ❑ Consulting with school on auditory/oral strategies

# Anna's Family

- ❑ Parents: Both culturally deaf
- ❑ Siblings: One hearing
- ❑ Home Language: ASL
- ❑ School: Public Oral Program
- ❑ Service Challenges:
  - ❑ Expectations
  - ❑ Extended Hearing Family
  - ❑ School Communication

# Ben & Claire's Family

- ❑ Parents: Both culturally deaf
- ❑ Siblings: Two deaf
- ❑ Home Language: ASL
- ❑ School: School for the Deaf
  - ❑ Pilot Oral Classroom
  - ❑ Visually Based Classroom
- ❑ Service Challenges:
  - ❑ Competing needs of children
  - ❑ Programming Challenges
  - ❑ Varying progress of children

# David's Family

- Parents: Multiple cultures/language
  - Mother culturally deaf
  - Father hard of hearing (Eastern Europe)
- Home Language: ASL
- School: Multiple programs
  - Private oral inclusion program
  - Model ASL program
- Service Challenges:
  - Communication differences in parents
  - Scheduling and coordination



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We continue to recruit Deaf families whose children use cochlear implants for our study.