

**Meet the Parents!**

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**Meet the Parents!**

- Grief Aspect
- Parent Participation Model

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**Meet the Parents!**

- What's different now?
- Before UNHS?
- After UNHS?
- Parent driven diagnosis versus institution driven identification

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• Hearing from a parent

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### Meet the Parents!

- Aspects of Diagnosis of Hearing Loss/Deafness
  - Anger
  - Guilt
  - **Identity Crisis**
  - **Overprotection**
  - Confusion
  - Vulnerability and Existential Crisis
  - Isolation
- Coping
  - **Denial**
  - **Resistance**
  - Affirmation
  - **Integration**

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### Meet the Parents!

- Identity Crisis
  - With life changing events/milestones such as *going to camp for extended time, full time school, high school, college, marriage*

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### My Child Has a Hearing Loss

- Overprotection
  - Hard to let a child fail
  - Child doesn't learn to take responsibility for actions
  - Child thinks they aren't capable
  - Grow up blaming others
  - Feelings of inadequacy = Super parent to make up for it
  - Professionals become the parents' 'savior'

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### My Child Has a Hearing Loss

- Confusion
  - 90-95% of parents with children with hearing loss
    - DO NOT have any experience with hearing loss
  - Professionals they meet are often passionate and biased , and present varying options with equally compassionate feeling
  - Unsolicited advice from strangers
  - Information provided parents aren't ready to hear

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### My Child Has a Hearing Loss

- Confusion
  - Loss of privacy
  - Bombarded with a lot of information from many different sources, much information is conflicting
    - PCP, ENT, Audiologist, SLP, Teacher of the Deaf, Regular Teacher, Cert. AVT, CI Audiologist, Grandparents, Friends, Colleagues
  - RESULTS? Overwhelmed, confused, inadequate**

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### My Child Has a Hearing Loss

- Where parents do too much for their children, the children will not do much for themselves." *Elbert Hubbard*
- "Good parents give their children Roots and Wings. Roots to know where home is and wings to fly away and exercise what's been taught them." *Jonas Salk*

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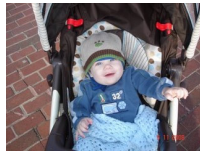
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### My Child Has a Hearing Loss

#### Coping

- Denial
- Resistance
- Affirmation
- Integration/Acceptance



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### My Child Has a Hearing Loss – Coping

- Denial
  - Acts as if child doesn't have a hearing loss; Doesn't keep hearing aids on
  - Thinks tests results are wrong; looks for indications child can hear after all
  - Case of acquired loss – thinks it will return; diagnosis can't possibly be correct
  - Audiologist/Doctor is wrong

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### My Child Has a Hearing Loss – Coping

- Resistance
  - Resistance to own the hearing loss
  - Rules/experiences of others don't apply to them
  - Don't want anyone else to know
  - Hides the hearing aids/cochlear implant
  - Example – pictures of child w/o hearing aids

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### My Child Has a Hearing Loss Coping

- Integration
  - **Hearing loss isn't the most important part of life**



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### Meet The Parents Following the Parent Participation Model

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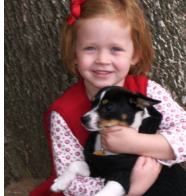
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*"A child's life is like a piece of paper on which every passerby leaves a mark."*

*Chinese Proverb*



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### Meet the Parents

- Teach the Parents
- Support the Parents
- Guide the Parents
- Encourage the Parents
- Laugh/Cry with the Parents
- Learn with the Parents

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**THE  
PARENT  
EDUCATOR**

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Meet the Parents!

Building a Partnership

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What do I need to know?

- Auditory development
- Speech and Language norms
- Child development
- Audiology
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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### Goals

- Based on developmental norms
- Compared to typical hearing peers
- Long-term / Short-term
- 6-month intervals
- Parent-centered (especially in the beginning)

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### Outcome-Based Goals

Parent says, "I want him to \_\_\_\_\_."

PE says, "Here's what it takes."

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### Meet the Parents!

- Listening
- Language
- Speech
- Parent Education
- Developmental
- Family

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### Meet the Parents!

- Alex will wear his hearing aids during all waking hours.
- Ben will participate in singing to develop breath control and suprasegmentals of speech.
- Carly will detect and identify the Ling 6 sounds.
- David's parents will understand and explain his aided and unaided audiogram.

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### Meet the Parents!

- Ellie's grandmother will learn to check her batteries and insert her hearing aids.
- Fanny will increase vocal turn-taking during face-to-face play.
- Graham will use "power-words" to request.

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### The Parent Participation Model

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**“Tell me and I will forget  
Show me and I may remember  
Involve me and I will understand.”**

**- Unknown**

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**Outline of a session**

- Typically 1 hour/once a week
- PE (slp, avt, tod, eci, aud) + child + caregiver
- AMPLIFICATION!
- Quiet environment

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**Meet the Parents!**

- Parent report of previous week
- Amplification check/Ling 6
- Review session objectives, get updates from parent

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### Following the Model

#### For each objective/goal/activity...

- State the Goal
- Introduce activity
- Demonstrate your strategies
- Hand it over to the parent
- Give feedback
- Home carry-over

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### Meet the Parents!

- Next we are going to work on using the power word "open." Power words are....
- So, let start with these containers that each have a toy in them. We'll.....
- We'll model it with each other first...
- Wait and see if he vocalizes...
- I like how excited you acted when you saw the toy. See how that motivates him to participate?
- Try waiting a little longer for a response. Raise your eyebrows, give him an expectant look.
- How else do you think you could work on open?

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### Meet the Parents!

- Okay, let's try some singing. It is so important to sing with her everyday, because she is able to hear the nice changes in the pitch of your voice. Singing is important for building breath support for connected speech and a great way to work on development of speech sounds. Also, most kids love music! It's a great way to teach vocabulary. Think about how many times we say our body parts when we sing "If your happy and you know it." Plus its in a fun, interactive and meaningful context."

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### Meet the Parents!

- Let's try the handcue to let him know what we want him to say. You and I can model it first.
- He's saying "go" really nicely, let's highlight a little differently to try to get both words.
- So, you've been keeping a running list of vocabulary, he's at about 50 words expressively. Now its time to really push him to say 2 word combinations. He uses "go" so let's get his cars out and model "go car" in a turn-taking game.

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### Strategies to teach parents

- OWLS – observe wait listen
- Acoustic highlighting
- Modeling
- Turn-taking
- Expectant look
- Handcue
- "Listen"
- "I hear it"
- Low-lighting
- Parentese – (aka "drama mama/drama dad")
- Close and quiet
- Whisper
- Sabotage
- Role reversal

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- See how he's moving his arms and legs and seeking eye contact with us, what do you think he is trying to communicate?
- Try changing the pitch of your voice when you say it, so maybe it will make it easier for him to hear the pattern and repeat it.
- So, he definitely understands when you say do you want some juice. Do you think he understands "thirsty?"
- Looking at his testing and current goals, let's decide where we want to go next.

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### Parent Ed Topics

- Your child's audiogram
- Communication options
- Setting goals
- How to talk to my baby
- Normal language development
- Developing vocabulary
- Speech development
- Is he a CI candidate?
- Choosing the right education setting
- How to read to my toddler
- Behavior management
- Developing question/answer skills
- Incorporating siblings in to therapy time
- Organizations to join, helpful websites
- \_\_\_\_\_
- \_\_\_\_\_

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- What's our AV Therapist done for us in the parent participation model?

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