

# **Balancing Both Worlds:**

How to Integrate a Listening and Spoken Language Program into an ASL/English State School for the Deaf

## History of Communication Approach

- 1853 School was established to aid and instruct the deaf. An oral education philosophy utilized.
- 1972 Total Communication philosophy adopted
- 2014 Opening of the Educational and Auditory Resources for Sound (EARS) Auditory Oral program birth - 5 years
- 2017 Total Communication program transitioned to ASL / English philosophy



# Why Auditory? Why Now?





# Pamela Rohring ASL Specialist





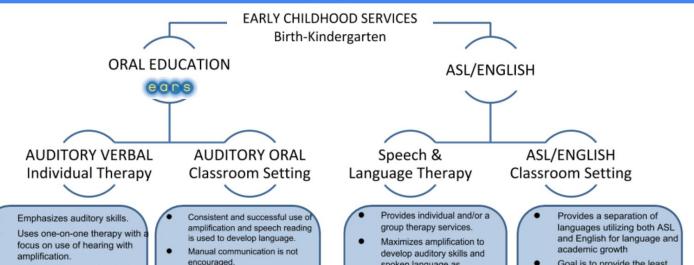
# Setting Up for Success



- Stakeholder perspectives
- 4201 school models
- AVT mentorship
- Team member identification and professional development
- Physical program set-up
- Roll out offerings
- Outreach
- Develop succession of goals



## Clear Program Expectations



- No manual communication is
- used.
- Visual cues are limited.
- Goal is to develop speech and communication skills needed for integration into the hearing community.
- Consistent and successful use of amplification is necessary.
- Languages used are spoken and written English.
- Parents are expected to participate in weekly coaching sessions and carry over skills to the home environment.

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- spoken language as appropriate.
- Functional use of language in meaningful learning experiences.
- Focuses on development of literacy skills through use of Visual Phonics.
- Languages used are American Sign Language and spoken and written English.
- Includes classroom goals and themes.
- Provides support for augmentative communication strategies as appropriate.

- Goal is to provide the least restrictive direct communication method between child, adult, and peers.
- Use of amplification is recommended as appropriate.
- Languages used are American Sign Language, spoken and written English.
- To the best of their ability, parents must consistently sign and/or speak with their child. Family sign classes are offered through the Parent Center.



Access . Inspire . Achieve



# **Program Components**



### **Infant-Toddler Program**

- Birth 18 months:
  - Monthly 1:1 home-based AVT session
  - Weekly 1:1 center-based AVT session
- 18 36 months:
  - Weekly alternating 1:1 home-based/center-based AVT session
  - Weekly Integrated Toddler Playgroup with Hearing Peers LSLS TOD & SLP
  - \* Mainstreaming Opportunity

## **Preschool Program**

- 3-5 years
  - Five full day center-based program with LSLS TOD
  - Weekly 1:1 AVT session(s)
  - Weekly 1:1 AVT family session
  - Weekly center-based visiting hearing peers
  - Weekly mainstreaming opportunity
  - Monthly community field trips
  - Family Day program







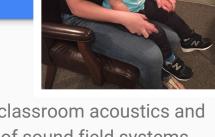


## **Program Components**

## **Audiological**

- Newborn hearing screening and diagnostic testing
- Pediatric hearing aid fitting and programming
- Pediatric BAHA services
- Pediatric cochlear implant services
  - Candidacy
  - Initial stimulation
  - Ongoing mappings

## **Program Supports**



- Monitoring of classroom acoustics and increased use of sound field systems
- Onsite testing and repairs
- Tympanometry
- Loaner devices
- Strengthened collaborative with local ENT practices



# **Program Components**





## **Family Supports**

- Family Day Program
- Music Together Family Class
- Lunch & Learn Series
  - Educational
  - Social/emotional support
- Deaf Mentor Program
- Evening with Early Childhood

## **Community Education**

- EARS Newsletters
- Evening with Early Childhood
- Established partnerships













## **Lunch & Learn Series**

#### Reading a Familiar Sounds Audiogram





- · Quieter sounds are at the top; louder sounds are at the bottom. The loudness of the sound is measured in decibels (dB).
- . Lower-pitched sounds are to the left; higher-pitched sounds are to the right. The pitch, or frequency of the sound is measure in hertz (Hz).
- . The Familiar Sounds Audiogram shows some examples of common sounds a person might hear and shows the loudness and the pitch of each sound.
- . The letters on the audiogram show the loudness and pitch of each sound in the English alphabet. The area where the letters are is often referred to as the "Speech Banana."

#### Setting Realistic Expectations

Even very young children can be given responsibilities, and children will work to meet the challenges that are set for them. It is important in setting these challenges and responsibilities that we keep our expectations realistic.





#### Keep your child's age and stage of development in mind:

When setting expectations for your child, remember to consider their age and developmental level. What may be appropriate for one child may be unrealistic for another. For example, it would be appropriate to expect a 3- or 4-year-old to sit and play or read quietly for 15-20 minutes during the daytime (apart from nap time!) while you finish that important phone call, but inappropriate to expect an 18-month-old to do so. On the same hand, it may be an unrealistic expectation for a 3- or 4-year-old to sit quietly for an hour.

- . 12-18 months: Begins to clean up toys with assistance (putting toys in a nearby basket or bin)
- . 18-24 months: Cleans up own toys with less help
- 2-3 years: "Helps" around the house given 1-step directions (Put your shoes by the door): Takes
- ownership of self-care (pulls on clothing without fasteners)
- . 3-5 years: Attempts to clean up own spills; carries out simple jobs (put napkins and spoons on the table for dinner, put dirty clothes in the hamper, fold washcloths on laundry day)





# Deaf Mentor Program





Name: Preferred Mode of Communication: Educational History:
Growing up as a Deaf Individual (Background):
Challenges:
Strengths:
Advice for parents raising a Deaf child:
What do you wish the hearing world knew or did differently?
As an adult, what would you change about your upbringing or wished you had as an experience?
Discussion topic:



#### **Deaf Mentor Program Summary**

- Prioritize direct communication between your child and each member of your family-father, mother, siblings, grandparents, etc.
- Ask your child what is most helpful to them in accessing the educational environment.
   Don't assume a particular method or technology will be best.
- Support your child's partnership with a mainstream staff member. It is important both
  you and your child have a strong support person to confide in.
- Educate yourself on technology. Personal and environmental technologies are ever changing. Be aware of what is on the market and what is available to you.
- Be open to new extra curricular experiences for your child. Try everything; don't assume difficulties or accomodations.
- Know you have a strong heritage to lean on at SMSD. Both your EARS program staff
  and the larger school community will be a resource for both you and your child well
  into their adult years.



#### **Goals for Next Year**

- Maintain interactions with Deaf individuals--young and old, oral and manual.
- 2. Develop exposure opportunities for our EARS students to Deaf role models.
- 3. Provide more "real time" mentors for families to learn from reflecting different hearing technologies and mainstream experiences.



# **Evening with Early Childhood**







2015-2016

Hear to learn.

**SMSD** 

Volume 1

## Educational and Auditory Resources for Sound Welcomes All Back to School!



#### Family Reflection Forum Jessica Jurusik

Our daughter Kayleigh received her cochlear implants around her second birthday. After a year of very limited progress with her language, it was clear she needed more services and support than our area had to offer.

We looked at different schools and programs in the northeast and found St. Mary's School for the Deaf. We had toured several other schools, but when we visited SMSD we knew we had found our

new home. We were thrilled when we learned Kayleigh would be in the EARS

## Jessica, with her daughter, Kayleigh.

#### Preschool Amanda M. Bostick M.S. ToD

Welcome back to school! The FARS Preschool has hit the ground running this year following a successful summer school session. This past summer, we said goodbye to one friend moving on to a mainstream Kindergarten classroom and hello to a new friend joining us for this year. The EARS PreK spent the summer learning language related to all of the fun family activities that happen in the summer time. We built sand castles in our classroom beach, made s'mores at our classroom campsite, and had a BBQ in our classroom picnic ground. We learned about animals through exciting field trips to the aguarium, the zoo, and the Erie County Fair. We are happy to welcome our new teacher assistant, Mrs. Melinda Rowe, to our classroom this year and are looking forward to many more language and learning

opportunities to come. Have a great year!

program and knew it was the best fit for her.

We took a leap of faith and immediately relocated so that Kayleigh could start this amazing opportunity as soon as possible. Within a week in the EARS classroom, we saw more growth in Kayleigh's language skills than we had ever previously seen. In addition to the amazing work Kayleigh's teachers do with her, we as parents are also given the opportunity to come in to the classroom and work side by side with the EARS staff to set expectations and develop routines that fit

> in our day outside of school. SMSD and the EARS program have restored hope for us and we feel blessed to have found such a wonderful place for our daughter to learn!

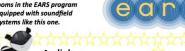
#### Evening With EARS Presentation Series Kristen M. Cotter M.S. ToD

On behalf of St. Mary's School for the Deaf and the EARS Team, welcome to the 2015-2016 school year. Our first year was a success and we are building on that to further expand the reach of our program. To that end, I'd like to formally invite you to the Evening With EARS Family Presentation Series. The first of the four-event series is Wednesday, October 14th at 6:00. The topic is My Child Has A Hearing Loss: What Does That mean?

All are welcome to join us for these free, familyfriendly evenings. Please consider joining us to learn valuable information about language development in children, while having fun along the way. Please RSVP by Wednesday, October 7th to Kristen M. Cotter at 834-7200 ext. 147 or Kristen@smsdk12.org and be sure to mark your calendar for the remaining three events: Wednesday, December 9th: Talking Through the Holidays: Wednesday, March 9th: Auditory-Verbal

Techniques; Wednesday, June 8th: Making Listening Fun-Summer Activities.

Classrooms in the EARS program are equipped with soundfield systems like this one.





#### Audiology Rebecca Utech Au. D./CCC-A

#### Technology in the classroom

In a listening and spoken language program, having access to sound is very important. In the EARS program, we maximize students' access to sound in many ways. First, we make sure that each student's listening devices are functioning at the beginning of the school day. The devices are then monitored throughout the day to ensure that they continue to be adequately functioning. Second, soundfield systems are utilized all day in the EARS classrooms to help each student to receive the best access to sound as possible. Through the use of a microphone worn by the teacher, a soundfield system takes the teacher's voice and amplifies it through a speaker placed in the room. This ensures that the teacher's voice takes precedence over any other distracting noises that may be in the classroom.

#### Speech and Language Corner Jessica M. Holst M.S. CCC-SLP

The EARS Team at St. Mary's School for the Deaf is excited to announce that team members Amanda Bostick and Jessica Holst are now Music Together certified providers. Last June, Ms. Bostick and Ms. Holst participated in an intensive three-day teacher training in Oyster Bay, New York. The Music Together curriculum is already being utilized with cochlear implant recipients in the New York City area. This year our team will offer families tailored Music Together programming, with special attention to the sound and musical development of children with hearing loss. Families can expect an engaging event for all present. Through caregiver modeling, children will develop a love for music and increased basic musical competence. Please stay tuned for Music Together community events hosted by the EARS team!











Contact the GODO Team

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# The Family Perspective







## Balancing Both Worlds

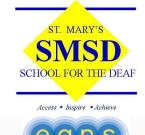


## Challenges

- Differing personal philosophies
- Perceptions vs. truths
- Maintaining accessibility
- Communication between programs
- Integrating new options into existing practices
- Low enrollment
- Defining the individuality of what it means to be Deaf

## Strengths

- Support from school stakeholders
- Expansion of family support
- Spillover in expansion of services provided for larger school community:
  - Audiological
  - Local and state level collaborations







# Thank you! Questions? Comments?

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