



Balancing Both Worlds:

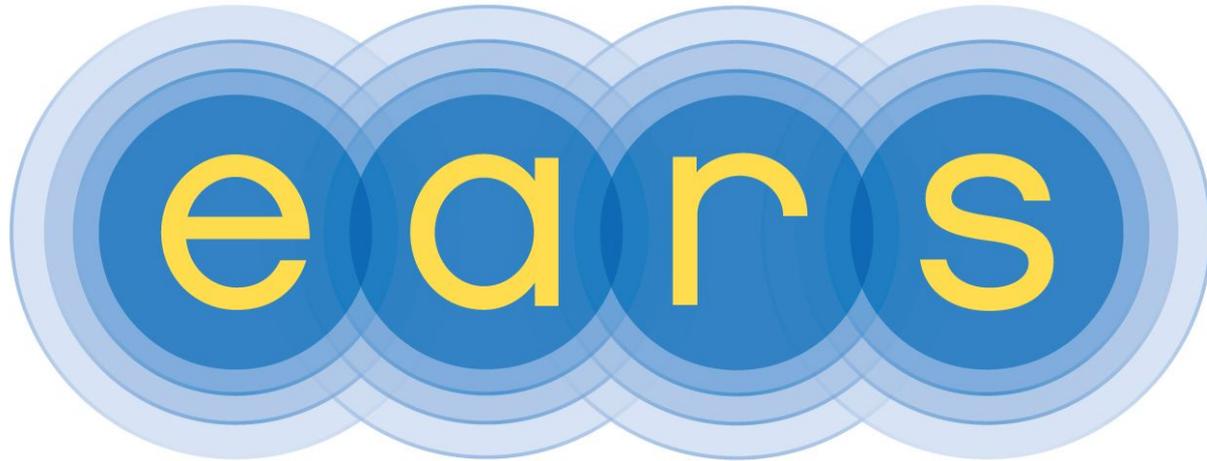
How to Integrate a Listening and Spoken Language Program into an ASL/English State School for the Deaf

History of Communication Approach

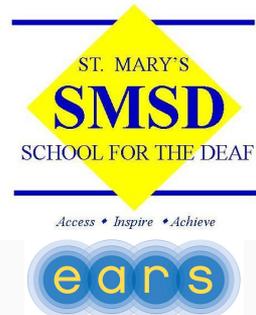
- **1853** School was established to aid and instruct the deaf. An oral education philosophy utilized.
- **1972** Total Communication philosophy adopted
- **2014** Opening of the Educational and Auditory Resources for Sound (EARS) Auditory Oral program birth - 5 years
- **2017** Total Communication program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



Why Auditory? Why Now?



Hear to learn.



Pamela Rohring

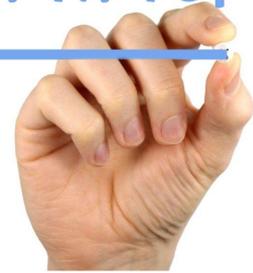
ASL Specialist



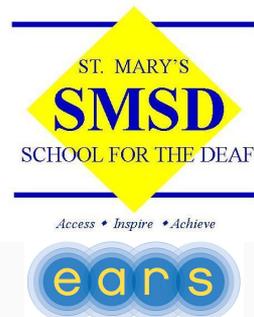


Setting Up for Success

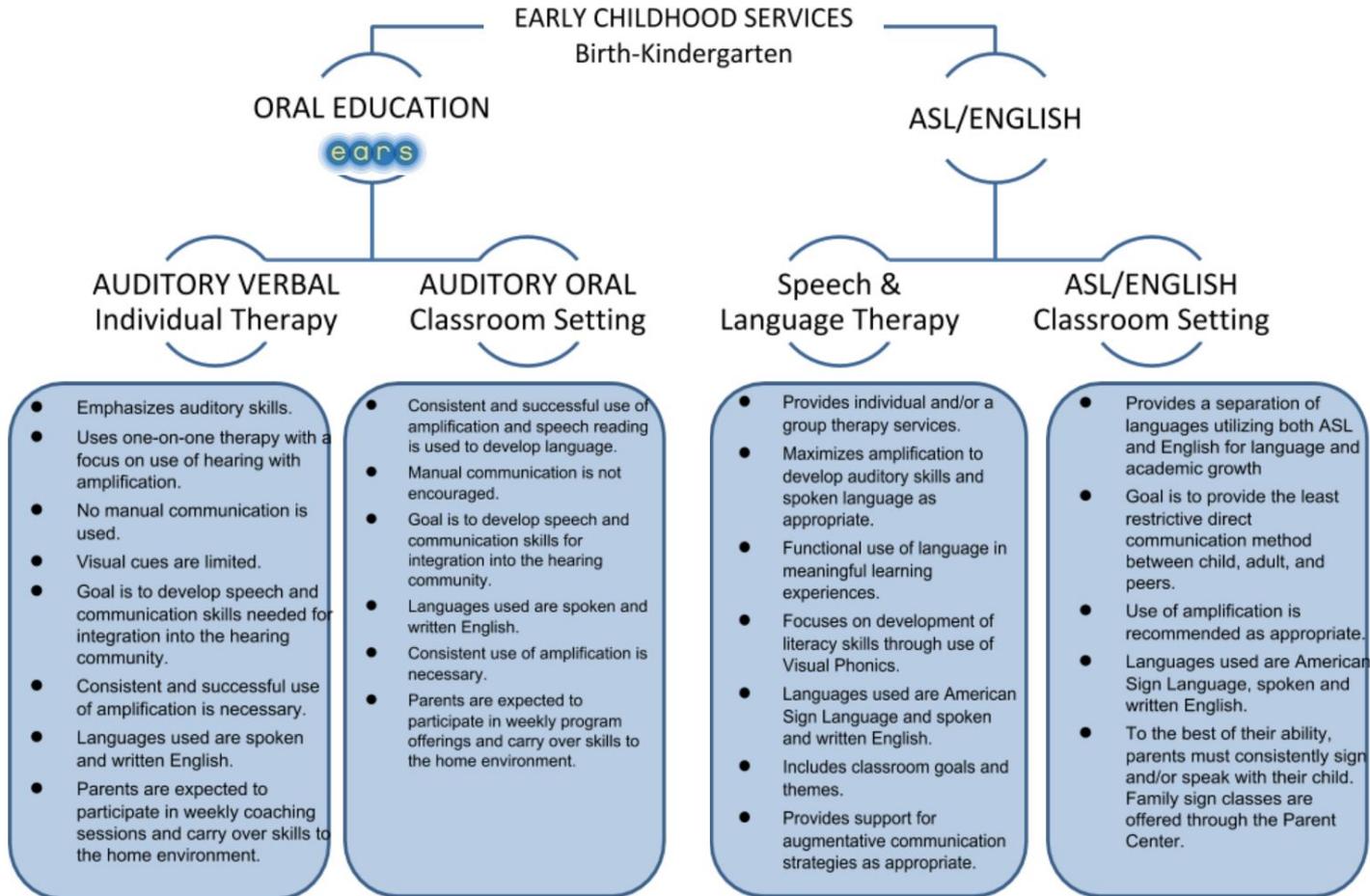
PLANNING



- 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



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



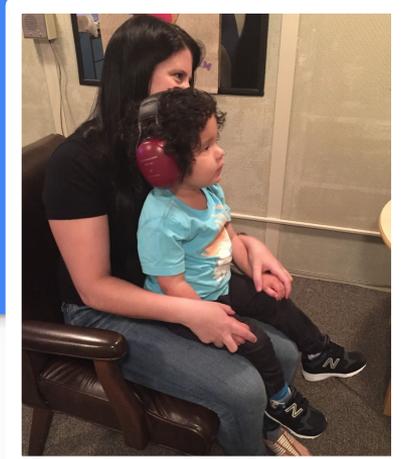
Program Components

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 relationships with local ENT practices



Access • Inspire • Achieve



Program Components

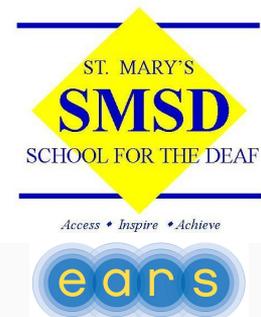


Family Supports

- 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



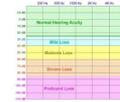


MUSIC TOGETHER



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."
- Look at your or your child's audiogram. You can write the responses to sound on the Familiar Sounds Audiogram for each decibel level and pitch.
- Any sounds or letters below the line are sounds that you or your child have access to. Sounds or letters above the line are sounds that you or your child are not able to hear without amplification (hearing aids or cochlear implants).

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.

Examples of realistic expectations:

- 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:



Hear to learn.

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 accommodations.
- 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

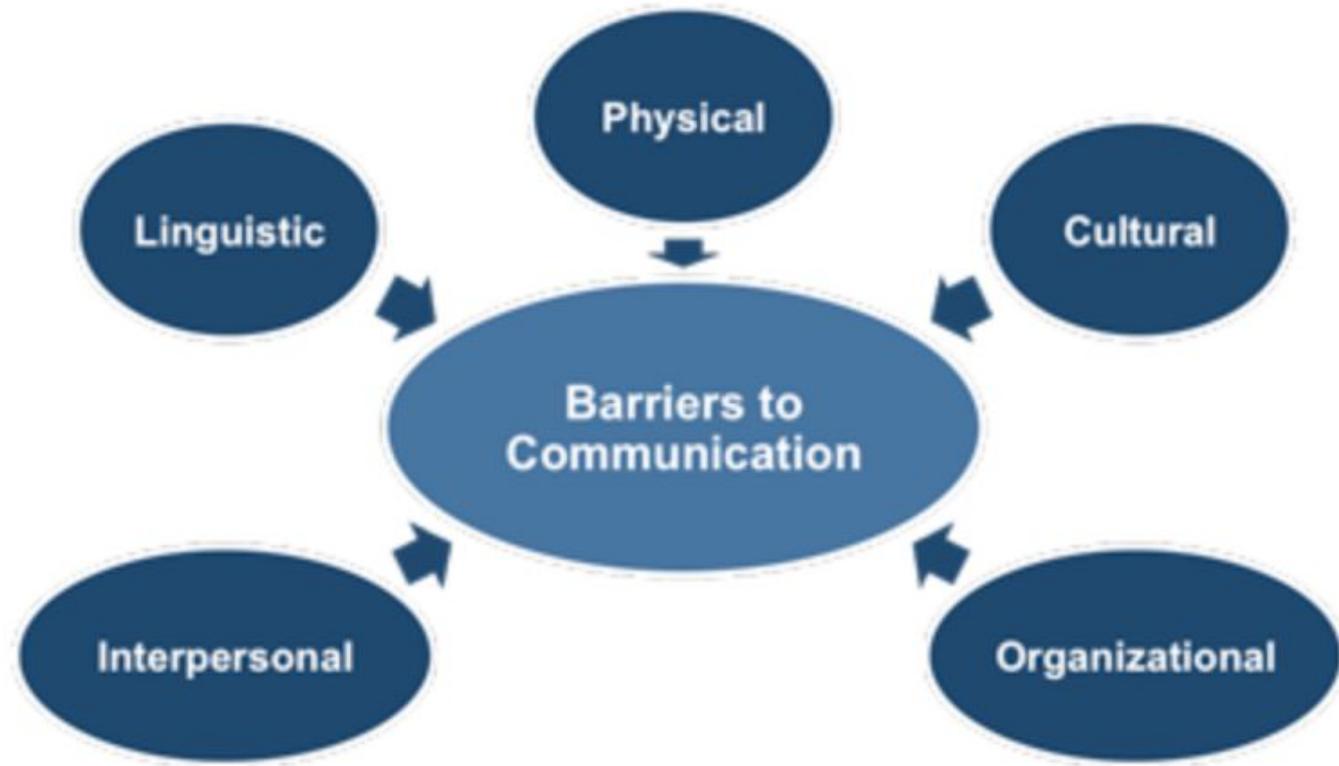
1. Maintain interactions with Deaf individuals--young and old, oral and manual.
2. Develop exposure opportunities for our EARS students to Deaf role models.
3. Provide more "real time" mentors for families to learn from reflecting different hearing technologies and mainstream experiences.



Evening with Early Childhood

The Family Perspective





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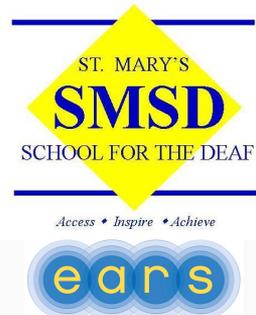


Challenges

- 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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