**South Carolina Speech-Language-Hearing Association**

**Annual Convention**

**February 7-9**

**Greenville SC**

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**Session 26: Early Intervention: Improving Outcomes for Children who are Deaf or Hard of**

**Hearing**

What we know….

Henderson, RJ, Johnson, AM. & Moodie, ST. (2016). Revised Conceptual Framework of Parent-to

Parent Support for Parents of Children Who Are Deaf or Hard of Hearing: A Modified Delphi Study.

American Journal of Audiology. June 1;25(2):110-2

What is the purpose of EI?

Key Points: Brain Development

<https://www.hearingfirst.org/lsl/why-lsl-matters>

Key Points: Serve and Return

Serve and Return Resources

* 5 Steps for Brain Building Serve and Return
  + [**https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/**](https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/)
* Video: Serve and Return Interaction Shapes Brain Circuitry
  + [**https://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/**](https://developingchild.harvard.edu/resources/serve-return-interaction-shapes-brain-circuitry/)
* How Do We Build Strong Architecture?
  + [**http://www.albertafamilywellness.org/what-we-know/serve-and-return**](http://www.albertafamilywellness.org/what-we-know/serve-and-return)
* 5 Steps for Brain Building – Serve and Return
  + [**http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2017/06/HCDC\_FIND\_ServeReturn\_for\_Parents\_Caregivers.pdf**](http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2017/06/HCDC_FIND_ServeReturn_for_Parents_Caregivers.pdf)

Key Points: Vocabulary

Teaching Hierarchy (Vocabulary & Language)

* Input
* Comprehension Check
* Meaningful Imitation
* Spontaneous Use

Read Aloud

* Benefits

Strategies to ensure that parents read a sufficient number of books each day.

* Conduct a therapy session at the library.

Sound of the Week

<https://www.mcesc.org/docs/building/3/speech%20sounds%20consonants%20hope.pdf?id=1111>

<https://pdfs.semanticscholar.org/presentation/9365/4b8475216c27d69b8b8449c76684352aa310.pdf>

Early Intervention Challenges

* Families living in poverty
  + Brainstorm with the family ideas for home-made toys, materials, and books.
  + Help families secure donated toys and books.
* Language and cultural differences
  + Learn about the family’s culture.
  + Attempt to develop minimal competency in the home language (phrase level).
* Keeping appointments
  + Co-treatment model
  + Telepractice
* Parent education level
  + Ensure printed information is reader-friendly.
  + Use the *teach-back* approach.
* Low expectations
  + Encourage realistic goals that can be regularly accomplished.
  + Develop a wide network of professional and community-based resources.
* Home Carry-over
  + Brainstorm with parents ways to carry-over goals rather than assigning “homework” or specific activities.
  + Include extended family and siblings.
* Grieving/Stressed parents
  + Invite families to tell their story.
  + Encourage parents to join the family community at Hearing First. [www.hearingfirst.org](http://www.hearingfirst.org/)
* Skills of the providers
  + Join the community of practice at Hearing First.
    - [www.hearingfirst.org](http://www.hearingfirst.org/)
  + Attend the Carolina Summer Institute.

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