Sound Beginnings: An Integrated Model for Educational & Clinical Services

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Acknowledgement

- Children with hearing loss are NOT a homogeneous group. Therefore, due to a number of factors, a single communication methodology isn’t appropriate for all children with hearing loss.

- **HOWEVER**, because of changes in the field of deafness and enhancements in hearing technology and intervention/educational strategies, an increasing number of children with hearing loss are now learning to listen and talk.

- This presentation will focus on these trends.
Learning Objectives

- Discuss the challenges to deliver integrated, family-centered services to children with hearing loss and their families.
- Discuss the needed competencies for practitioners working with young children with hearing loss and their families.
- Review an overview of the Sound Beginnings, a transdisciplinary model to provide services to children & families AND train graduate students in Audiology, Early Childhood Special Education/Deaf Education, and Speech-Language Pathology.
Definitions

● Multidisciplinary
  ● Separate evaluations & assessments; independently set & implement own intervention plans.

● Interdisciplinary
  ● Interaction among team members to assess & implement plan; team determines best method for service delivery.
Definitions

- Transdisciplinary
  - Interventionist fulfilling multiple roles; careful coordination & ongoing communication with other service providers; performing tasks collaboratively by sharing not only information, but roles.

- Reality: Most programs of excellence will use a combination of these teaming strategies to meet the individual needs of each child & family.
Service Provision Goal

- To provide all infants and young children with hearing loss and their families with services that are:
  - Timely
  - Comprehensive
  - Coordinated
  - Effective
EHDI Service Continuum

- Newborn Screening
- Diagnostic Assessment
- Medical Referrals
- Amplification Fitting
- Cochlear Implantation (*If applicable*)
- Early Intervention Services
- Early Childhood Education/Preschool

*Parent/family education, support, and involvement is embedded throughout the process*
Stakeholders

- Family/Parents/Caregivers
- Hospital nursery staff
  - Screening
- Physicians
  - Medical home/assessment/monitoring
- Audiologists
  - Screening/assessment/amplification/intervention
- Early interventionists
  - Developmental intervention (e.g.; PT, OT, DT)
- Educators of the Deaf/Early Childhood Educators
  - Intervention, education
- Speech-language pathologists
  - Speech-language intervention
Current Status

- >95% of infants in the United States are screened for hearing loss prior to hospital discharge
- 41 states mandate NHS

*60% of infants referred from newborn screening may be lost to follow-up (CDC)*
Service Delivery Challenges

- Availability of professionals with appropriate knowledge & skills
  - SLP, AUD, DE/EI
- Communication between stakeholders
- Stakeholder knowledge of best and/or current practices
- Timeliness of service delivery
- Frequency & intensity of service delivery
- Knowledge of family-centered practices from EHDI through EI and into preschool
Personnel Preparation - Challenges

- Knowledge and Skills in working with Infants and Young Children with Hearing Loss
  - Shortage of professionals with specialized expertise, especially in auditory learning & spoken language
  - Few university programs providing specialized training
  - Few university programs incorporate interdisciplinary or transdisciplinary teaming
Implications for Graduate Training – Retention in Field

- Lack of family-centered training
- Meeting the needs of infant/toddler population
- Disconnect between education and practice
  - Self-contained vs. itinerant and/or resource teaching
- Multicultural & diversity needs of families
- Multiple disabilities/varying learning needs of the children
- Understanding & integrating current hearing technology
- Disconnect between “teaching speech” vs. facilitating language through listening/audition (developmentally)
- Need for ongoing staff development/lifelong learning/mentoring
sound beginnings
of cache valley
listening for language and learning
Philosophy

- *Sound Beginnings* recognizes that each infant and family is unique, and parents are their child’s primary teachers. As such, family-centered services are guided by parent needs and choices. An interdisciplinary team working in a coordinated effort supports the family by providing timely, comprehensive, and effective services.
Service Components

_Sound Beginnings_ offers a full range of services:

- Audiological assessment
- Amplification & cochlear implant mapping
- Speech-language assessment & individualized pull-out therapy
- Parent Participation & Training Sessions
- Instruction in Listening & Spoken Language
Educational Service Components

- Parent-infant program
  - Home-based
- Toddler group
  - Twice per week
- Preschool
  - Five days per week
- Parent seminars
  - Monthly
Educational Components

- Practicum Site for Graduate Programs
  - Audiology
  - Speech-Language Pathology
  - Early Childhood Special Education/Deaf Education
- Center of Excellence/Model Program to be replicated in other areas & at other universities
- University – provides a range of resources
  - Lab School on campus (music, art, library, PE)
  - College of Education & Human Services – continuous improvement model
Integrated Practicum Site

- Intensive practicum experiences
  - Home-based Services
  - Language Groups (Teaming)
  - Pull-Out Therapy
    - Individualized listening & spoken language intervention
    - Parent Participation & Training
  - Push-In Teaching/Intervention
- Cooperative Learning
  - Teaming with AUDs, SLPs, ECSE/DE
- Transdisciplinary/Cross-Training
Sound Beginnings

Successes
- Recruiting children/families
- Space – contained in Edith Bowen Lab School
- Range of related/support services, including CI programming onsite
- New building
- Growing reputation in region

Challenges
- Space – “guest in someone else’s home”
- Staffing – finding qualified teachers/clinicians
- Only 1 CI program in state
- Scheduling – managing multiple factors impacting all schedules
Guidelines & Position Statements

- Joint Committee on Infant Hearing Year 2007 Position Statement
- State EHDI Guidelines
Guidelines & Position Statements


- Academy for Listening & Spoken Language, Alexander Graham Bell Association for the Deaf & Hard of Hearing
Guidelines & Position Statements

- Alexander Graham Bell Early Intervention Best Practice Model
- Report and Recommendations of the 2004 National Consensus Conference on Effective Educational and Health Care Intervention for Infants and Young Children with Hearing Loss
Our Motivation!
Thank you for listening!

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