SERVICE MODEL FOR DEAF FAMILIES CHOOSING AN AUDITORY-VERBAL APPROACH

Wainscott, Cassidy, & Menezes – EHDI 2009
- Oral Children of Culturally Deaf Families Present Unique Needs and Challenges

- Goal: Improve access & efficacy of intervention services for deaf children of Deaf families, promoting improved language & academic outcomes
Innovative Service Model

- Investigating an Emerging Trend
- Service Model Evolving from Practice
  - Parent Education
  - Spoken Language Exposure at Home
  - Spoken Language Access in the Community
  - Collaboration with School Programs
- Three Case Studies
Investigating the Trend

- Two Tiered Recruitment
  - Multiple Centers & “Snowball”
- Two Tiered Data Collection
  - Quantitative & Qualitative
- Service–Driven Parameters
  - Demographic Profile
  - Pre & Post Communication & Services
  - Decision–Making
  - Service Provision
Investigating the Trend

- Primary factors education & access
- Age of implant somewhat later
- School choice is a challenge
- ASL still highly valued
- View intense oral training as temporary
- Varying experiences with Deaf community
- Mixed perceptions of AV Therapy
Priorities of Deaf Families

- Priorities Similar to Hearing Families
  - promoting academic skills
  - social & community access
  - future employment opportunities

- Priorities in Contrast to Hearing Families
  - Bilingualism– competence in ASL & English
  - Biculturalism – strong Deaf identity
Practice Challenges

- Language & modality used by the family is not the target language of Spoken English.
- Methods of engaging family in therapy seem contraindicated by family communication.
- Limited access to Auditory–Verbal options for Deaf families reflects on commitment to a continuum of services for all families.
Service Model Evolving from Practice

- Reframing philosophy and practice
  - language modality
  - language access
  - “first language”
- Valuing integrity of both languages
  - Receptively and expressively
- Identifying parameters of therapy setting and language use
- Appropriate expectations for outcomes
Adapting Parent Education

Goal: INFORM & EMPOWER
- Building rapport & relationship in ASL
- Modifying role of participant parent
  - equipment check
  - listening tasks
  - modifying expressive tasks
- Planful communication for modeling–coaching
- Choosing timing, modality, setting
- Providing specific feedback
Goal: Frequent & deliberate exposure to continuum of language experiences

- Recognition that incidental exposure to language will be reduced
- Use of clinician prepared materials
- Use of existing technology
- Involvement of family network
Supporting Community Language Access

Goal: Increased exposure to spoken language receptively & opportunities to use oral communication socially.

- Connecting with community network of hard-of-hearing & deaf
- Advocating for use of assistive technology
  - exposure and access
- Selecting optimal opportunities for exposure
  - park programs, library events, mentors
Collaborating with School Programs

Goal: Complementing existing program; Progress on the continuum of oral, inclusive placement.

- Therapy plans with educational goals in mind
- Prioritizing language development & content access
- Coaching or participating in the IEP process
- Regular communication & visits with schools
- Shared professional development programs
- Consulting with school on auditory/oral strategies
Anna’s Family

- Parents: Both culturally deaf
- Siblings: One hearing
- Home Language: ASL
- School: Public Oral Program
- Service Challenges:
  - Expectations
  - Extended Hearing Family
  - School Communication
Ben & Claire’s Family

- Parents: Both culturally deaf
- Siblings: Two deaf
- Home Language: ASL
- School: School for the Deaf
  - Pilot Oral Classroom
  - Visually Based Classroom
- Service Challenges:
  - Competing needs of children
  - Programming Challenges
  - Varying progress of children
David’s Family

- **Parents: Multiple cultures/language**
  - Mother culturally deaf
  - Father hard of hearing (Eastern Europe)

- **Home Language: ASL**

- **School: Multiple programs**
  - Private oral inclusion program
  - Model ASL program

- **Service Challenges:**
  - Communication differences in parents
  - Scheduling and coordination
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We continue to recruit Deaf families whose children use cochlear implants for our study.

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