

Welcome to this Live e-Seminar!

We will begin at the top of the hour. Thank you for joining us!
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AN AUDITORY APPROACH: FOCUS ON CHILDREN WITH BILATERAL COCHLEAR IMPLANTS

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Director, Auditory-Verbal Services, Inc.

Hear now. And always. 

Introduction

Cochlear America's Commitment to Educational Outreach

Hear now. And always. 

Two Upcoming National HOPE Tours

Facilitating Spoken Language Development for Young Children with Hearing Loss

- Columbia, SC April 4
- Downers Grove, IL (Chicago) April 20
- Lebanon, NH (Dartmouth) May 1
- Dallas, TX May 16

For information, see www.cochlearamericas.com and click on events schedule


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May: National HOPE Literacy Tour


Listening for Language Learning and Literacy for Children with Cochlear Implants
Audience: Teachers, SLPs

- Houston, TX May 4
- Chicago, IL May 11
- Nashville, TN May 18
- Philadelphia, PA May 19


For information, see www.cochlearamericas.com and click on events schedule

Hear now. And always. 

Credentials of Presenter:
Nancy Caleffe-Schenck



- Certified Auditory-Verbal Therapist® in private practice
- Certified Audiologist
- Certified Teacher of the Deaf
- Consultant, author, lecturer, trainer/mentor, member of cochlear implant teams

Hear now. And always. 

Agenda

- Establish general practices for creating positive listening experiences for children who receive a 2nd implant - 15 minutes
- Discuss the expected goals for each successive stage of auditory development and learn therapy, school and home activities for each stage -30 minutes
- Consider educational implications and the team approach with 2 implants–5 minutes
- Participate in Qs and As – 10 minutes



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General Practices for Creating Positive Listening Experiences

- **Realize differences** in each child, family and educational experience
- Child should **wear new CI only** for a specified time each day
- **Build child's confidence** with new CI
- **Create success** by following an auditory hierarchy and setting goals
- **Partner** with parents and professionals



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Toolbox Tips For Realizing Differences

- Follow the “FAB LAW”
 - Flexible
 - Ages
 - Behavior
- Levels of the child: literally and figuratively
- Advocate for the child
- Whole child



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Wear It to Know It

- Wear new CI alone in structured and informal settings
- Incorporate binaural listening activities to integrate the 2 signals
- How long should child wear new CI alone?
 - Each day
 - Over time



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Building Confidence Initially “I can do this.”

- Counsel parents and child, if appropriate, prior to initial stimulation
- Give directions while wearing both CIs
- Use familiar vocabulary, language, stories
- Include predictable activities
- Call attention to what child IS hearing
- Model positive communication to revise
- Use external microphone



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Tip Top Tips: The Process For Creating Success

- Make learning fun
- Integrate audition speech, language, cognition
- Start at the 1st step in hierarchy and continue
- Use the **5 E's** at each stage:
 - Expose
 - Expect
 - Experience
 - Expand
 - Express
- Re-evaluate your expectations



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What might be some potential benefits of bilateral CI to consider in setting goals and expectations?

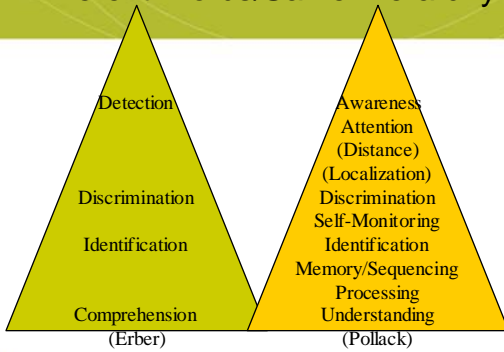
- Better hearing in noise
- Better localization
- Hearing at quieter levels
- Improved sound quality
- Improved social interactions
- Faster progress in spoken language and academics
- Stimulating the auditory nerve
- Having a “back up” ear

An Auditory Hierarchy

Reference: Doreen Pollack, 1970, 1985, 1997

- Auditory Awareness and Attention
- Auditory Discrimination
- (Distance Hearing and Localization)
- Auditory Self-Monitoring or Feedback
- Auditory Identification
- Auditory Memory and Sequencing
- Auditory Processing
- Auditory Understanding

Different Words/Same Hierarchy



Awareness and Attention Goals

- Professionals assist the family and child:
 - Prepare the child for optimal CI programming
 - Assure the child that the CI is working
 - Obtain baseline evaluation/assessment
- Child:
 - Indicate presence and absence of sounds
 - Respond to music and singing

Awareness and Attention Activities

- Who Me?
- What's That?
- Shall We Dance?
- Rocking To Music
- Hear Me Sing

Auditory Discrimination Goals

- Perceive same or different sounds
 - Long and short-continuous and abrupt
 - Loud, quiet and whisper
 - Different pitches (and voices)
 - Different vowels and consonants
- Attach meaning to context

Auditory Discrimination Activities

- Who's calling? Family, photos, toy people
- Moo, Baaaaa, and Wup Wup Wup: Animal and vehicle games and books
- Who's That Character? Listening to captioned videos

Distance Hearing and Localization Goals

- Expand the “auditory bubble”
 - Listening is a 360° sense
- Locate the source of the sound
- Turn toward the source of the sound

Distance Hearing and Localization Activities

Be Sure To Use BOTH Implants

- Listening walks
- Catch Me If You Can
- Hide and Hear

Auditory Self-Monitoring/Feedback Goals

- Monitor information through auditory channel
- Modify speech to match what as heard
- Say what you hear and hear what you say

Auditory Self-Monitoring/Feedback Activities

- Wash the baby (eg. wash, wash, wash; night night; baby's sleeping)
- Babbling units
- Silly sounds

Auditory Identification Goals

- Attach labels to people, things, actions
- Understand words

Auditory Identification Activities

- Categories With Syllables
- Guess The Letter-Name A Word
- Go Fish
- What's My Question?

Auditory Memory/Sequencing Goals

- Follow directions
- Improve auditory memory for words
- Remember words/phrases in correct order
- Attend to, remember, and recall stories and books read aloud

Auditory Memory/Sequencing Activities

- Simon Says
- Auditory tracking books with props, pictures, print and recorded stories
- # + color + noun (with cars, balls, blocks)
- Tic Tac Toe: Questions, Math

Auditory Processing Goals

- Process units of auditory information
- Make cognitive judgments about auditory information

Auditory Processing Activities

- I Spy
- Which One Doesn't Belong?
- Question games (examples: What can you do with a ____?, 20 questions, Guess Who game)

Auditory Understanding Goals

- Comprehend auditory information in a variety of settings, from different people speaking, at varying rates of speech without acoustic highlighting
- Communicate with background noise
- Understand messages from electronic sound sources
- Synthesize the global meaning of spoken language and relate it to known information

Auditory Understanding Activities

- Talk Time (with TV, CD, multi-talkers in background)
- Birthday parties
- IPOD Tunes

Partner with Parents and Professionals

- Be specific with parents about goals and activities
- Work closely with CI audiologist
- Collaborate with teachers
- Consider changes in the IEP
- Include child in planning and evaluation of progress, if appropriate

Resources

- *Start Listening*, CD about the beginning stages of listening available free of charge from Cochlear Corporation
- *Listen, Learn, Talk*, video series and booklet available from Cochlear Corporation
- *Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Program (3rd ed.)*, Doreen Pollack, Donald Goldberg, Nancy Caleffe-Schenck, available from Alexander Graham Bell Association for the Deaf or Charles C. Thomas, 1997.

Upcoming Online Sessions

- Visit www.cochlear.com/HOPE
- Upcoming sessions:
 - Wednesday, April 26, 6-7pm ET**
Mainstreaming Issues for Children with Cochlear Implants
HOPE Specialists: Mary Elen Nevins, Ed.D. and Ashley S. Garber, CCC-SLP
 - Wednesday, May 3, 3 pm ET**
Maximizing Listening and Learning
Jane Madell, Ph.D., CCC-A/SLP, ABA, Cert AVT
Co-Director, Cochlear Implant Center, Beth Israel NY EE Medical Centers
 - Wednesday, May 12, 11 am-12pm ET**
Resources for Professionals Working with Children with Cochlear Implants
HOPE Specialists: Mary Elen Nevins, Ed.D. and Ashley S. Garber, CCC-SLP

Contact Cochlear

- Cochlear's website
 - www.cochlear.com
- For inquiries and comments regarding HOPE programming, please contact
 - dsorkin@cochlear.com
- Please send your feedback form to:
 - hopefeedback@cochlear.com

Questions and Discussion