Partnerships provide good outcomes

Presented by
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## The team at Yeerongpilly ECDP & Taigum ECDP

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YECDP Mission Statement

We foster the development of effective communication for children who are deaf or hard of hearing in a positive learning environment through our inclusive, family centred and play-based programs. We guide and support each family in making informed communication choices to achieve optimal outcomes for their child.
Deaf Services
Vision and Mission

**Mission:** Individuals and community empowered, connected & achieving.

**Vision:** Recognised as the prominent Deaf and hard of hearing end to end service provider across all age groups.
Communication Opportunities

- Auditory Oral
- Bilingual-Bicultural
- Spoken Language in Combination with Auslan
- All-Inclusive Communication System

This terminology has been reproduced and adapted from Queensland Health. “Possibilities and pathways: A resource for families of children who have a hearing loss” (2008).
Programs offered for children from birth to pre Prep

- **Individual Sessions** – fortnightly or monthly with a ToD to support communication development

- **Baby & Toddler Playgroup** – fortnightly for families; parent to parent support, developmentally appropriate play experiences, offers families the communication opportunities valued at Yeerongpilly, both spoken language and sign language

- **Auslan Playgroup** – fortnightly for families; voice off, opportunity for families to develop more proficient Auslan skills

- **Two Day Group Program** - from 3 years of age; intensive support for developing communication, language and social development in readiness for school. Includes a co-teaching Bilingual Bicultural group

- **One Day Transition Group** – semester two for children who turn 3 years of age later in the year; supports transition to two day group the following year
### Hear for Kids services at Yeerongpilly and Taigum

<table>
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<th>Provided</th>
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<td>Intake meeting</td>
<td>Individual, joint and small group sessions</td>
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<td>Scheduled SLP assessments</td>
<td>Small group programs (SLP/OT/PT/Psych)</td>
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<td>OT screening</td>
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<td>PT screening</td>
<td>Home/daycare visits</td>
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<td>Holiday playgroups</td>
<td>Parent information sessions/workshops</td>
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<td>Transition to school reports</td>
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Service Outcomes

- Families will develop knowledge and skills to understand their child’s hearing abilities and support their child’s communication development within the family and community.
- Families will develop effective communication for building relationships, social development and learning.
- Families will develop support networks and advocacy skills to promote the well-being of the child and family.
- Enable successful transition to Prep and community participation.
Methods for tracking outcomes

- Interviews with parents, teachers & therapists
- Developmental checklists, establishing individual goals and progress reports
- SLP assessment schedule
SLP Assessment Schedule

- Assessment at entry (baseline; prior to 6 months of corrected age, if possible)
  - Consent form
  - Initial case history
- Assessment for children entering Centre prior to 12 months:
  - Rossetti Infant-Toddler Language Scale
  - Vocal Development - Infant Monitor of Vocal Production eIMP https://www.eimponline.org/
  - Functional Listening – PEACH/FLIP
  - From 8 months: MacArthur-Bates CDI Words & Gestures
SLP Assessment Schedule cont.

- 12 Months (or 15 months if initial assessment at 9 months)
  - Initial/follow-up case history
  - Rossetti Infant-Toddler Language Scale (or Cottage Scales if child is being seen by speech pathologist more regularly and monitored with these scales)
  - MacArthur-Bates CDI (Words and Gestures)
  - Vocal Development - Infant Monitor of Vocal Production, eIMP https://www.eimponline.org/
  - Functional Listening – PEACH/FLIP
  - LENA (if not already done)
18 Months
- Initial/follow-up case history
- Rossetti Infant-Toddler Language Scale (or Cottage Scales if child is being seen by speech pathologist more regularly and monitored with these scales)
- Functional Listening – PEACH/FLIP
- MacArthur-Bates CDI (Words and Sentences) (16 to 30 months)
- If indicated: MacArthur-Bates CDI (Words and Gestures) [out of age norms]
- LENA
SLP Assessment Schedule cont.

- **24 Months**
  - Initial/follow-up case history
  - Rossetti Infant-Toddler Language Scale (or Cottage Scales if child is being seen by speech pathologist more regularly and monitored with these scales)
  - MacArthur-Bates CDI (Words and Sentences)
  - Functional Listening – PEACH/FLIP
  - Toddler Phonology Test
  - SIR (speech intelligibility rating)
  - LENA
SLP Assessment Schedule cont.

- 30 Months (not all of these may be clinically indicated)
  - Initial/follow-up case history
  - Rossetti Infant-Toddler Language Scale (or Cottage Scales if child is being seen by speech pathologist more regularly and monitored with these scales)
  - MacArthur-Bates CDI (Words and Sentences)
  - Functional Listening – PEACH/FLIP
  - Toddler Phonology Test
  - SIR (speech intelligibility rating)/Intelligibility in Context Scale
  - LENA
SLP Assessment Schedule cont.

- **3, 4, 5 Years (Chronological Age Reviews)**
  - Follow-up case history
  - CELF-P2
  - Vocabulary - PPVT-4 and EVT2
  - Functional Listening – PEACH/FLIP
  - DEAP
  - Intelligibility- SIR (speech intelligibility rating) – or Intelligibility in Context Scale
  - Phonological Awareness - 4 and 5 years- CTOPPs
  - The Pragmatic Profile or the Pragmatics subtest from the CELF-P2
  - Narrative assessment (4 and 5 years) CUBED, or Bus Story, or Snap Dragons
  - LENA – Optional, 3 and 4 years
Discussion of Case Studies
Child 1 – Overview

- Born December 2015
- Profound permanent unilateral hearing loss – absent auditory nerve
- Positive for CMV
- Soft-band bone conductor hearing aid
- Commenced at YECDCP in March 2016 aged 3 months
- 2 years of age at time of case study
- Uses spoken language in combination with Auslan
Focus Areas

- Consistent hearing aid use
- Auditory memory – 2 items
- Developing age appropriate expressive and receptive language skills
- Oro-motor skills, including swallowing awareness
- Speech intelligibility
Services Accessed

- Fortnightly individual sessions with Teacher of the Deaf and Auslan Language Model
- Speech Language Pathology: scheduled assessments and blocks of individual therapy sessions
Strategies

- Collaborative approach between TOD & SLP:
  - Play-based learning
  - Establishment of routines
  - Modelling sounds and language; providing visual support (key word sign)
  - Parent involvement in sessions and follow up at home
  - Oro-motor strategies: e.g. lip closure over a spoon
  - Fun play on mouth, encouraging babble and imitating sounds and repeating back in play environment
Outcomes

- Significant improvements in receptive and expressive language, supported by SLP review assessments:
  - May 2017: below average receptive and expressive language skills
  - March 2018: slightly below average receptive and expressive language skills
  - December 2018: receptive and expressive language skills in the average range as compared to same age hearing peers
- Drooling has significantly improved
- In Mum’s words: “Communication and vocabulary have flourished. He was behind but has now caught up.”
Child 2 – Overview

- Born April 2014
- Mild to moderate permanent bilateral hearing loss
- History of middle ear dysfunction
- Cause of hearing loss is Connexin 26
- Hearing aids in both ears and uses a wireless communication device
- Commenced at YECDP in August 2015 aged 15 months
- Aged 4 years during the time of case study
- All inclusive communication system
- Bilingual family (Cambodian & English)
- Additional diagnosis of global developmental delay and ASD
Focus Areas

- Attention span
- Auditory memory – 1 item
- Answering questions
- Descriptive language
- Gender concepts
- Conversational skills, including staying on topic
- Play skills
- Self help skills, including toileting
- Gross motor skills, including core stability, balance and coordination
- School readiness fine motor skills
Services Accessed

- Two-day/week group program
- Guidance Officer – support decision making for delayed entry to Prep
- Speech Language Pathology: scheduled assessments, weekly individual sessions and small group sessions
- Occupational Therapy: weekly individual sessions at ECDP and fortnightly at home
- Physiotherapy: fortnightly at home; jointly with OT
Strategies

- Play: directed, dramatic, cooperative, role, pretend
- Focus on routines
- Turn-taking activities
- One-on-one sessions in room with limited distractions
- Using signing and visual prompts
- Singing and music
- Modelling
- Shaping of behaviours
- Working with Mum on self-care
- Scaffolding of fine motor activities
- Starting sessions with gross motor activities; having regular movement breaks
- Home visits to support ECDP sessions; two therapists
Outcomes

- **Speech & Language:**
  - Continued improvement with vocabulary development – Expressive Vocabulary Test improved Standard Score (less use of jargon)
  - Improved Mean Length of Utterance in spontaneous language from 1 to 2 words to frequent use of 3 to 4 words. Therefore note a wider use of verbs, verb tenses, modals, comparative and superlative forms (er, est), plurals, contractible copulas, possessives.
  - Conversational ability improved
  - Responds appropriately to simple ‘wh’ questions
  - Can now say his name
  - Improvement in gender recognition and plurals
  - Continued inconsistent hearing aid use
Outcomes cont.

- **Fine motor:**
  - Ongoing development of fine motor skills; progression to skills requiring increased strength and dexterity
  - Consistent use of left hand as preferred hand
  - Increased interest in drawing

- **Self-care:**
  - Toilet trained

- **Social/emotional:**
  - Increased confidence to participate in formal assessment
  - Play skills improved; more observing and joining in with others
  - Concentration on task to up to 5 mins when motivated

- **Gross motor:**
  - Walking longer distances; better balance
  - Can ride a scooter and jump on trampoline
Child 3 – Overview

- Born in March 2014
- Profound to severe mixed bilateral hearing loss
- Hearing aids in both ears and a wireless communication device
- Commenced at YECDP in September 2014 at 6 months of age
- Aged 4 years during the time of case study
- Bilingual Bicultural program (Auslan and English)
Focus Areas

- Separation anxiety
- Auditory memory – 2/3 items
- Speech perception and production
- Play skills
- School readiness
Services Accessed

- Two-day/week group program (bilingual bicultural class) – ToDs, ALM & EI
- Auslan parent classes with ALM
- Speech Language Pathology: scheduled assessments, weekly individual sessions (group of two towards end of year)
- Occupational Therapy: block therapy with Mum for behaviour management; prep readiness.
- Physiotherapy: coordination of orthotics
- Psychology: block therapy re. anxiety
- Guidance Officer: transition to Prep
Strategies

- Speech and language:
  - Individual therapy with follow up to parents via SeeSaw
  - Visual resources
  - Play-based activities

- Anxiety:
  - Strategies for separation anxiety
  - Making classroom a secure and safe place
  - Strengthen skills and confidence
Outcomes

- **Speech and language:**
  - Improvement with narratives; gains in tense and negations, verbs and modals.
  - Speech goals not achieved. Percentage consonants correct (PCC) from 57 to 55
  - Expressive and receptive scores increased

- **Social emotional:**
  - Mum: “She went from being frustrated and angry to mellowing out because there was no language barrier.”
  - Increasing independence and ability to separate. Mum believes she is comfortable in the environment because “everyone can sign and talk”.

- **Self care:**
  - Independence with hearing aid management
What worked well

- Model of service delivery: inter/transdisciplinary teamwork
- All communication opportunities supported
- Flexibility of program
- Expertise of professional staff
- Play-based program
- Parent education
- Linking services at centre with home visits
Data informing practice

- Expansion of HFK psychology program
- Extending group program options e.g. number of days
- Increased ongoing parent education
- Introduction of regular formalised parent survey/interviews
- Opportunities to look into different ways of delivering Auslan training
- More time for staff to link with mainstream services
- Continuation and expansion of flexible service delivery e.g. home visits
- Asking parents at intake how they prefer to receive info (e.g. scrapbook or SeeSaw type app) and upskilling teachers/therapists to use what parent prefers
The YECDP and HFK partnership is ...

- “An extension of family”
- “A place of valuable learning”
- “Very supportive centre”
- “Awesome!”
Questions??

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