



Partnerships provide good outcomes

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Queensland Education Department	Hear for Kids
Teachers of the Deaf	Speech Pathologists
Auslan Language Models	Occupational Therapists
Educational Interpreters	Physiotherapists
Teacher Aides	Psychologist
Guidance Officer	Manager
Speech Pathologist	Administration Team
Administration Officer	



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

Provided	Optional
Intake meeting	Individual, joint and small group sessions
Scheduled SLP assessments	Small group programs (SLP/OT/PT/Psych)
OT screening	Home programs
PT screening	Home/daycare visits
Holiday playgroups	Parent information sessions/workshops
	Transition to school reports
	Case conferencing



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)



SLP Assessment Schedule cont.

- **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 YECDP 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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