What is Auditory Verbal practice?

The foremost pre-requisite for AV therapy to be effective is that the child has supportive and encouraging parents or carers who will celebrate their child’s achievements. The people who know their child best are the parents or carer and they must be able to share their expertise of their child with their AV practitioner and incorporate the AV strategies into their everyday life, each and every day.

Establishing that the child has an accurate diagnosis of the hearing loss, together with the most appropriate and optimally programmed hearing technology are essential and early components of the AV programme. Each parent must be confident with their child’s hearing technology and the child must be happy to wear their hearing technology consistently.

AV practitioners work with families from a variety of cultural and linguistic backgrounds. They recognise the importance of the family background and will work together with parents and the wider team of local professionals to find a package of care that best meets the family’s needs. It is important that children learn to speak the language that he or she will hear most at home. The AV techniques and strategies can be transferred to other languages.

AV practitioners work with children with mild to profound hearing loss and with and without additional needs. For all children the earlier the intervention starts the better the prognosis for spoken language development (Hitchins and Hogan, 2018). The large majority of children with a profound hearing loss have some degree of useful hearing in the lower frequencies. An AV practitioner helps to ensure that children are making the very best use of their residual hearing as they await cochlear implant fitting by giving caregivers AV techniques and strategies to use at home that maximise listening and speaking in everyday situations.

AV programmes are developed for each individual child and are based on extensive knowledge of typical auditory, speech and language, and cognitive development. For the majority of children, it is possible to capture the child’s auditory attention and show them the power of their own voice leading, in most cases, to that child learning to listen and talk. In a small proportion of children, this is not the case and in these instances, the practitioner will work with the family and other local professionals to ensure that the family are given the most appropriate guidance and support.

References


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