The Principles of Developing Listening and Spoken Language
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Early Intervention for Listening and Spoken language

Pioneers
1970s
Helen Beebe
Doreen Pollack
Daniel Ling
Susan Schmidt-Giovannini

1940s
Max Goldstein
Emil Froeschels

1950s
Samuel Heinicke

1550s
Pedro Ponce de Leon

Advances in technology
2000 onwards:
Continuing sophistications of iterative processing

1980s: Digital hearing aids

1970s Advent of CIs

1950s: Post-aural analogue hearing aids

1940s: Wearable hearing aids
Promote early diagnosis, immediate audiological management and an effective early intervention programme.
What will it take?

• Newborn Hearing Screening Programme
• Thorough audiological assessment
• A system responsive to parental concern
• Appropriate amplification
• A system to offer quick diagnosis to later onset/ acquired hearing impairment
• An effective intervention programme with demonstrable benefits
Principle 2

• Immediate assessment and use of appropriate, state of the art technology to obtain maximum benefits of auditory stimulation
What will it take?

- Hearing technology - matched to prescription targets
- Functional observations of a child’s responses
- Modification/ fine tuning of prescription
- Functional observations
- Daily checks of hearing technology
- Critical analysis of child’s every day listening behaviours
3. Guide and coach parents

• to help their child use hearing as the primary sensory modality in developing listening and spoken language.
What will it take?

• Parents as the main influence in their child’s life, supported in making informed choices and actively managing the hearing impairment
• Working in partnership
• Active listening
• Equipping parents to be good service users
4. Guide and coach parents

• to become the primary facilitators of their child's listening and spoken language development through active consistent participation in individualized Auditory-Verbal therapy.
What’s it going to take

• A relationship of trust
• Expectations grounded in evidence
• Co-working with parents
• An insight into this family’s life
• Clarity of purpose – Listening so as to learn
5. Guide and coach parents

- to create environments that support listening for the acquisition of spoken language throughout the child's daily activities.
What’s it going to take?

- Understanding of adult and child learning styles
- Coaching style
- Strategies for cueing listening
- Respect for child as a learner
- A consciously created auditory learning environment
6. Guide and coach parents

• to help their child integrate listening and spoken language into all aspects of the child's life.
What’s it going to take?

• Auditory access to all speech frequencies
• Child to demonstrate their understanding
• Creating opportunities for the child to think - sabotage
• Supporting a child in telling their thoughts
• Making AV (early intervention) fit in with daily routine
• Listening in order to learn
7. Guide and coach parents

- to use natural developmental patterns of audition, speech, language, cognition, and communication.
What’s it going to take?

• Intervention based in sound understanding of typical patterns of development in listening, speech, language, cognition and play
• Knowledge of development
• Ability to turn knowledge into practice
• Professional development
8. Guide and coach parents

• to help their child self-monitor spoken language through listening.
What’s it going to take?

- Optimised hearing technology

- An understanding of the power of our voice – cause and effect

- A sensitive oro-motor system to effect change in output
9. Administer diagnostic assessments

• Ongoing formal and informal diagnostic assessments to develop individualized Auditory-Verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family
What’s it going to take?

- Excellent observation and reporting skills
- Collaborative thinking with parent
- In-depth knowledge of micro-steps of child development
- Knowledge of the Zone of Proximal Development
- Quick thinking, creativity and flexibility
- Good observations
10. Schooling

- Promote education in mainstream schools with peers who have typical hearing and with appropriate services from early childhood onwards.
Children’s right and ability to access education alongside their peers with typical hearing is recognised and supported

• Equipping child to succeed
• Parents skilled to advocate for their child’s needs
• Co-working with school
Ten short statements

• We have explored the principles of developing listening and spoken language by considering the principles of the Auditory Verbal Approach

• It is for each of us to consider whether each principle is realised in our practice or whether we could do better

• Please …. “Mind the Gap”. This is not a safety message but a message about professional integrity
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THANK YOU!

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Hear now. And always