



Parents Know Best:

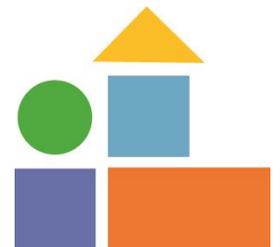
Empowering Parents with Tools to Facilitate Their Infant/Toddler's Spoken Language Development

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**With special thanks to Mi'kel Price, MS for previous collaboration*



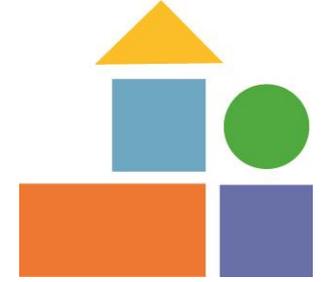


Learning Objectives:

Taken from "The Principles of LSLS Auditory-Verbal Therapy"*

1. 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. (*Principle 4*)
2. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child's daily activities. (*Principle 5*)
3. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child's life. (*Principle 6*)
4. Administer ongoing ...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. (*Principle 9*)

Parent: Main Facilitator for their child's spoken language development



Parent Coaching: Early Intervention (EI) providers must empower Parents

- Setting the appropriate focus & balance:
 - **Parents & Families**
 - Most important communication partners for their child
 - Most important language a child learns will be from them
 - EI providers must mentor parents and families without getting in the way or creating a skewed focus on a child's performance.
 - Home performance vs
 - Therapy performance

The Principles of LSL Auditory-Verbal Therapy

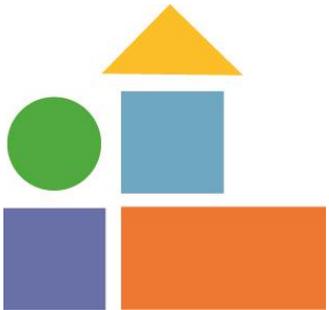


1. Promote **early diagnosis of hearing loss** in newborns, infants, toddlers, and young children, followed by **immediate audiologic management and auditory-verbal therapy**.
2. Recommend **immediate assessment and use of** appropriate, state-of-the-art **hearing technology to obtain maximum benefits of auditory stimulation**.
3. **Guide and coach parents** to help their child **use hearing as the primary sensory modality in developing listening and spoken language**.
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**.
5. **Guide and coach parents** to **create environments that support listening for the acquisition of spoken language throughout the child's daily activities**.
6. **Guide and coach parents** to **help their child integrate listening and spoken language into all aspects** of the child's life.
7. **Guide and coach parents** to **use natural developmental patterns** of **audition, speech, language, cognition, and communication**.
8. **Guide and coach parents** to **help their child self-monitor spoken language through listening**.
9. **Administer** 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.
- 10 **Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onward**.



Parent Coaching

- Skill development
 - Parents come with a range of readiness to
 - Understand child's hearing loss
 - Ensure appropriate audiological management
 - Ensure maximal use of hearing devices
 - Engage in intensive LSL early intervention
 - Implement LSL strategies throughout day, in every environment
- Explicit instruction needed



Parent Coaching: LSL Techniques, Strategies, & Procedures

[Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. Washington, DC: Alexander Graham Bell Association for the Deaf and Hard of Hearing, Inc.]

- Acoustic highlighting;
- Auditory closure;
- Using a singsong voice;
- Establishing attention through speech;
- Developing both eye and ear contact;
- Encouraging one person at a time to speak;
- Captivating the child's attention through sound;
- Modeling the correct use of linguistic patterns;
- Expanding language;
- Using a natural speaking model;
- Rewording;
- Asking, "What did you hear?";
- Providing alternatives;
- Pausing
- Repeating;
- Repeating a previous strategy;
- Waiting;
- Rephrasing;
- Labeling by category;
- Asking for or providing a definition;
- Changing the task from open set to closed set;
- Providing rhyming words;
- Suggesting opposites;
- Providing a visual clue and putting the stimulus back into hearing;
- Moving or leaning closer to the child;
- Directing the child to listen closely;
- Looking expectantly at the child;
- Asking the parent to model the correct response or questions;
- Repeating part of the message containing the correct

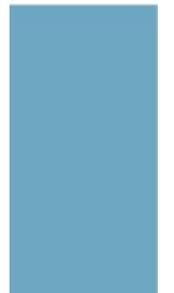


Parent Coaching

- Progress monitoring tools
 - Age-appropriate developmental norms
 - **Issue: Parents are not usually equipped to independently know typical language milestones**
 - Explicit instruction needed

Parent Coaching

- Progress monitoring tools
 - Facilitating parents' familiarity with developmental scales:
 - **Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)** (Wilkes, 1999)
 - **Cochlear Americas Integrated Scales of Development** (2017, February 20) Retrieved from http://www.cochlear.com/wps/wcm/connect/7378f430-5397-4133-ba9f-c27364e6e7d6/en_rehab_ei_soundfoundationforbabies_integratedscalesofdevelopment_1.47mb.pdf?MOD=AJPERES&CACHID=ROOTWORKSPACE-7378f430-5397-4133-ba9f-c27364e6e7d6-krGXBOQ.
- Note: Sound Beginnings or Utah State University do not have a financial relationship with either Wilkes or Cochlear Americas.



Parent Coaching

- Progress monitoring tools
 - Facilitating parents' familiarity with developmental scales:
 - **MacArthur Bates Communicative Development Inventory: Words and Gestures.** (2017, February 20) Retrieved from https://www.region10.org/r10website/assets/File/Mac%20WG_English.pdf
 - Auditory skills checklists
 - Articulation developmental milestones
 - Pragmatic Skills Checklists
 - Gross motor/fine motor development

- Note: Sound Beginnings or Utah State University do not have a financial relationship with the producers of the MacArthur Bates Communicative Development Inventory



Parent Coaching

- Progress monitoring tools
 - Evaluate child's relative progress according to age benchmarks
 - Empower parents to help evaluate
 - Discuss any reporting discrepancy of child's progress
 - Parent's report vs
 - EI Provider's report



Parent Coaching

- Selection of Targets
 - Parents make informed selection of appropriate targets under guidance of EI provider
- Implementation in home-based activities
 - Parents determine activities for focused practice of targeted objectives, using LSL strategies
 - Mindful use of LSL strategies
 - At any time
 - In any environment
 - Coaching others in home environment



Parent Coaching

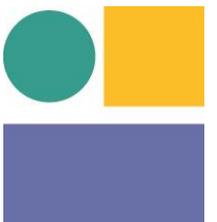
- Documentation
 - Parents & Family
 - Most important communication partners for a child
 - Their communication
 - Most important to **facilitate**
 - Most important to **measure**



Removing Barriers

One friend to another when looking at a scale:

Don't step on it...
it makes you cry!



Removing Barriers: Identification of Issues

- Parents don't know language milestones.
- Parent are reluctant to become their child's primary advocate.
- Parents' perception of time restraints
 - Attending EI sessions
 - Implementing home intervention practices
- Only one parent attends therapy sessions.
- Conflicting levels of engagement among caregivers
- Multiple spoken languages/cultural customs in home
- Cancelled appointments (due to sickness, vacations, etc.) disrupt ongoing progress for parent coaching and child's tx practice.



Removing Barriers: Identification of Issues

- EI Providers usurp parents' role in therapy session.
 - Unbalanced talking/target implementation
- New provider feels unsure of how to juggle targets/parent coaching techniques
- Distance precludes weekly home visits
- Documentation of progress
 - EI provider only sees infant/toddler for a very short period of time
 - Discrepancies of parent/provider evaluation & report of child progress





Family Session Note: Infant, 10-12 months Next Session: _____

Name: _____ LSL Strategies: _____
 Date: _____ Auditory Learning: _____
 Chronological Age: _____ Hearing Age: _____ Parent Education Topic: _____

Listen Check: Left: Ah__ Oo__ Ee__ Ss__ Sh__ Mm__ (-)___ Right: Ah__ Oo__ Ee__ Ss__ Sh__ Mm__ (-)___

Mark: Emerging X Consistent

Integrated Scales of Development: 10 to 12 Months*					
Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
__Associates meaning to more words __Monitors own voice and voices of others __Localizes sound from a distance __Discriminates speaker's voice from competing stimuli	__Appears to enjoy listening to new words __Generally able to listen to speech without being distracted by other competing sounds __Occasionally gives toys and objects to adult on verbal request __Occasionally follows simple commands, e.g. <i>Put that down.</i> __Responds to music with body or hand movement in approximate time __Demonstrates understanding of verbal requests with appropriate head and body gestures __Shows increased attention to speech over prolonged periods of time	__Uses jargon of 4 or more syllables – short sentence-like structures without true words __Starts to use varied jargon patterns with adult intonation patterns when playing alone __Initiates speech gesture games such as round and round the garden __Talks to toys/objects using longer verbal patterns __Frequently responds to songs or rhymes by vocalizing __Imitates action paired with sound __May use first words, e.g. <i>bye bye, mama</i>	__Imitates sounds and number of syllables used by others __Uses suprasegmental features __Uses longer strings of repeated syllables __Vowels and consonants are systematically varied [ba di ba di] __Mostly uses plosives and nasals [p, b, d, m]	__Resists when toy is taken away __Relates an action to an object, e.g. <i>spoon with stirring, car with pushing</i> __Responds to laughter by repeating action __Takes peg from peg board __Matches two identical objects __Attempts to build a two-block tower	__Starts to understand question and answer, e.g. <i>shakes head appropriately for "no"</i> __Understanding of interaction continues to develop __Understands greetings __Turn taking skills continue to develop __Vocalizes in response to mother's call __Indicates desire to change activities __Responds to laughter by repeating action __Begins directing others by tugging, pushing __Vocalizes with gesture to protest __Enjoys games and initiates them

*Image courtesy of Cochlear Americas ©2017.

Targets: Daily Routine		Notes: What/How							
1									
2									
3									
Family Follow-up Notes: Target helpful?		Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
1	Y N								
2	Y N								
3	Y N								
Listen Check: (Errors noted)		L R	L R	L R	L R	L R	L R	L R	

Sounds, Communication Intent Used:

Progress Noted (Examples of vocalizations, strengths observed):

Areas of Need, Questions, Concerns:

Plan for Next Session:



Family Session Note

Name: _____

Date: _____

Chronological Age: _____ Hearing Age: _____

Next Session: _____

LSL Strategies: _____

Auditory Learning: _____

Parent Education Topic: _____

Listen Check: **Left:** Ah__ Oo__ Ee__ Ss__ Sh__ Mm__ (-)___ **Right:** Ah__ Oo__ Ee__ Ss__ Sh__ Mm__ (-)___

Developmental Domain	Family Session Objectives
Audition	
Receptive Language	
Expressive Language	
Speech Sound Acquisition	
Cognition/ Executive Function	
Social Communication & Interaction	

Targets: Daily Routine		Notes: What/How						
1								
2								
3								
Family Follow-up Notes: Target helpful?		Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	Y N							
2	Y N							
3	Y N							
Listen Check: (Errors noted)		L R	L R	L R	L R	L R	L R	L R

Sounds, Communication Intent Used:

Progress Noted (Examples of vocalizations, strengths observed):

Areas of Need, Questions, Concerns:

Plan for Next Session:

Family Session Note



Family Session Note: Infant, 7-9 months Next Session: _____

Name: _____

LSL Strategies: _____

Date: _____

Auditory Learning: _____

Chronological Age: _____ Hearing Age: _____

Parent Education Topic: _____

Listen Check: Left: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Right: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Family Session Note



Family Session Note: Infant, 7-9 months Next Session: _____

Name: _____

LSL Strategies: _____

Date: _____

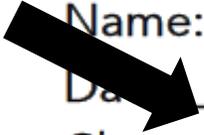
Auditory Learning: _____

Chronological Age: _____ Hearing Age: _____

Parent Education Topic: _____

Listen Check: Left: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Right: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___



Family Session Note



Family Session Note: Infant **7-9 months** Next Session: _____

Name: _____

LSL Strategies: _____

Date: _____

Auditory Learning: _____

Chronological Age: _____ Hearing Age: _____

Parent Education Topic: _____

Listen Check: Left: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Right: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Family Session Note



Family Session Note: Infant, 7-9 months Next Session: _____

Name: _____

LSL Strategies: _____

Date: _____

Auditory Learning: _____

Chronological Age: _____ Hearing Age: _____

Parent Education Topic: _____

Listen Check: Left: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Right: Ah___ Oo___ Ee___ Ss___ Sh___ Mm___ (-)___

Mark: ● Emerging X Consistent

Integrated Scales of Development: 7 to 9 Months*					
Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<p>__Localizes sound source with accuracy</p> <p>__Discriminates suprasegmental aspects of duration, pitch and intensity</p> <p>__Has longer attention span</p> <p>__Associates meaning to words</p> <p>__Discriminates vowel and syllable content</p>	<p>__Appears to recognize names of family members in connected speech, even when person named is not in sight</p> <p>__Responds with appropriate arm gestures to such words as up, high, bye bye, etc.</p> <p>__Enjoys music or singing</p> <p>__Appears to listen to whole conversation between others</p> <p>__Regularly stops activity when name is called</p> <p>__Appears to recognize the names of a few common objects by localizing them when they are named</p> <p>__More regularly stops activity in response to "no"</p> <p>__Will sustain interest up to a minute while looking at pictures or books with adult</p>	<p>__Repeats CV syllables in babble [pa pa]</p> <p>__Starts to respond with vocalizations when called by name</p> <p>__Plays more games, e.g. pat a cake, peek a boo, hand clapping, etc, and vocalizes during games</p> <p>__Appears to "sing"</p> <p>__Vocalizes to greet a familiar adult</p> <p>__Calls to get attention</p> <p>__Uses some gestures and language appropriately, e.g. shakes head for "no"</p> <p>__Vocalizes loudly</p>	<p>__Babbles CV CV [pa pa] [ba ba]</p> <p>__Clicks tongue</p> <p>__Uses a "singsong" voice</p> <p>__Imitates patterns of intonation</p> <p>__Uses low central vowels most frequently [o] (hot) [æ] (bat) [a] (car)</p> <p>__Uses some consonants [p, b, m, d]</p>	<p>__Imitates physical action</p> <p>__Recognizes familiar objects</p> <p>__Places object in one hand and then the other</p> <p>__Holds one cube and takes another</p> <p>__Smiles at self in mirror</p> <p>__Loves hiding and finding games</p> <p>__Gives, points, shows</p> <p>__Pulls rings off peg</p>	<p>__Begins to understand that communication is a two-way process</p> <p>__Shows a desire to interact with people</p> <p>__Becomes more lively to familiar people</p> <p>__Demonstrates anticipation of activities</p> <p>__Nods, waves and claps</p> <p>__Calls to get attention</p> <p>__Requests by reaching and pointing</p> <p>__Enjoys frolic play</p> <p>__Continues to develop turn taking skills</p> <p>__Begins book sharing by looking at pictures in a book with adult</p>

*Image courtesy of Cochlear Americas ©2017.

Integrated Scales of Development: 7 to 9 Months*

1

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<p>__Localizes sound source with accuracy</p> <p>__Discriminates suprasegmental aspects of duration, pitch and intensity</p> <p>__Has longer attention span</p> <p>__Associates meaning to words</p> <p>__Discriminates vowel and syllable content</p>	<p>__Appears to recognize names of family members in connected speech, even when person named is not in sight</p> <p>__Responds with appropriate arm gestures to such words as up, high, bye bye, etc.</p> <p>__Enjoys music or singing</p> <p>__Appears to listen to whole conversation between others</p> <p>__Regularly stops activity when name is called</p> <p>__Appears to recognize the names of a few common objects by localizing them when they are named</p> <p>__More regularly stops activity in response to "no"</p> <p>__Will sustain interest up to a minute while looking at pictures or books with adult</p>	<p>2 __Repeats CV syllables in babble [pa pa]</p> <p>__Starts to respond with vocalizations when called by name</p> <p>__Plays more games, e.g. pat a cake, peek a boo, hand clapping, etc, and vocalizes during games</p> <p>__Appears to "sing"</p> <p>__Vocalizes to greet a familiar adult</p> <p>__Calls to get attention</p> <p>__Uses some gestures and language appropriately, e.g. shakes head for "no"</p> <p>__Vocalizes loudly</p>	<p>__Babbles CV CV [pa pa] [ba ba]</p> <p>__Clicks tongue</p> <p>__Uses a "singsong" voice</p> <p>__Imitates patterns of intonation</p> <p>__Uses low central vowels most frequently [o] (hot) [æ] (bat) [a] (car)</p> <p>3 __Uses some consonants [p, b, m, d]</p>	<p>__Imitates physical action</p> <p>__Recognizes familiar objects</p> <p>__Places object in one hand and then the other</p> <p>__Holds one cube and takes another</p> <p>__Smiles at self in mirror</p> <p>__Loves hiding and finding games</p> <p>__Gives, points, shows</p> <p>__Pulls rings off peg</p>	<p>__Begins to understand that communication is a two-way process</p> <p>__Shows a desire to interact with people</p> <p>__Becomes more lively to familiar people</p> <p>__Demonstrates anticipation of activities</p> <p>__Nods, waves and claps</p> <p>__Calls to get attention</p> <p>__Requests by reaching and pointing</p> <p>__Enjoys frolic play</p> <p>__Continues to develop turn taking skills</p> <p>__Begins book sharing by looking at pictures in a book with adult</p>

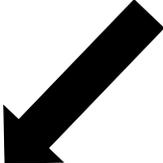
*Image courtesy of Cochlear Americas ©2017.

Family Session Note



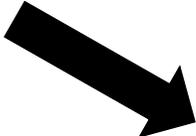
Targets: Daily Routine		Notes: What/How
1		
2		
3		

Family Session Note



Targets: Daily Routine		Notes: What/How
1		
2		
3		

Family Session Note



Family Follow-up Notes: Target helpful?		Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	YN							
2	YN							
3	YN							
Listen Check: (Errors noted)		L R	L R	L R	L R	L R	L R	L R

Family Session Note

Sounds, Communication Intent Used:

Progress Noted (*Examples of vocalizations, strengths observed*):

Areas of Need, Questions, Concerns:

Plan for Next Session:

Chronological Age: 2 Hearing Age: 1 Auditory Learning: _____
 Parent Education Topic: _____

Listen Check: Left: Ah ___ Oo ___ Ee ___ Ss ___ Sh ___ Mm ___ Right: Ah ___ Oo ___ Ee ___ Ss ___ Sh ___ Mm ___

Mark: Emerging Consistent

Integrated Scales of Development: 7 to 9 Months*

Listening (Audition)	Receptive Language	Expressive Language	Speech	Cognition	Social Communication (Pragmatics)
<input checked="" type="checkbox"/> Localizes sound source with accuracy <input type="checkbox"/> Discriminates suprasegmental aspects of duration, pitch and intensity <input checked="" type="checkbox"/> Has longer attention span <input type="checkbox"/> Associates meaning to words <input type="checkbox"/> Discriminates vowel and syllable content	<input type="checkbox"/> Appears to recognize names of family members in connected speech, even when person named is not in sight <input checked="" type="checkbox"/> Responds with appropriate arm gestures to such words as up, high, bye bye, etc. <input checked="" type="checkbox"/> Enjoys music or singing <input checked="" type="checkbox"/> Appears to listen to whole conversation between others <input type="checkbox"/> Regularly stops activity when name is called <input type="checkbox"/> Appears to recognize the names of a few common objects by localizing them when they are named <input type="checkbox"/> More regularly stops activity in response to "no" <input checked="" type="checkbox"/> Will sustain interest up to a minute while looking at pictures or books with adult	<input checked="" type="checkbox"/> Repeats CV syllables in babble [pa pa] <input type="checkbox"/> Starts to respond with vocalizations when called by name <input checked="" type="checkbox"/> Plays more games, e.g. pat a cake, peek a boo, hand clapping, etc. and vocalizes during games <input checked="" type="checkbox"/> Appears to "sing" <input checked="" type="checkbox"/> Vocalizes to greet a familiar adult <input checked="" type="checkbox"/> Calls to get attention <input checked="" type="checkbox"/> Uses some gestures and language appropriately, e.g. shakes head for "no" <input checked="" type="checkbox"/> Vocalizes loudly	<input checked="" type="checkbox"/> Babbles CV CV [pa pa] [ba ba] <input type="checkbox"/> Clicks tongue <input checked="" type="checkbox"/> Uses a "singsong" voice <input type="checkbox"/> Imitates patterns of intonation <input checked="" type="checkbox"/> Uses low central vowels most frequently [o] (hot) [æ] (bat) [a] (car) <input checked="" type="checkbox"/> Uses some consonants [p, b, m, d]	<input type="checkbox"/> Imitates physical action 3 <input checked="" type="checkbox"/> Recognizes familiar objects <input type="checkbox"/> Places object in one hand and then the other <input type="checkbox"/> Holds one cube and takes another <input type="checkbox"/> Smiles at self in mirror 2 <input checked="" type="checkbox"/> Loves hiding and finding games <input type="checkbox"/> Gives, points, shows <input type="checkbox"/> Pulls rings off peg	<input checked="" type="checkbox"/> Begins to understand that communication is a two-way process <input checked="" type="checkbox"/> Shows a desire to interact with people <input checked="" type="checkbox"/> Becomes more lively to familiar people <input type="checkbox"/> Demonstrates anticipation of activities <input checked="" type="checkbox"/> Nods, waves and claps <input checked="" type="checkbox"/> Calls to get attention <input type="checkbox"/> Requests by reaching and pointing <input type="checkbox"/> Enjoys frolic play <input checked="" type="checkbox"/> Continues to develop turn taking skills <input checked="" type="checkbox"/> Begins book sharing by looking at pictures in a book with adult

*Image courtesy of Cochlear Americas ©2017.

Targets: Daily Routine		Notes: What/How							
1	Bed time	Ducky Ball & Uh-oh							
2	Afternoon	When [redacted] puts blanket over his head, pull it off & play PAB							
3	[redacted] Nap	Whirls on the bus, clap your hands							
Week Notes: Target helpful?		Wait time Spider & Ball/Rattle							
1	YN	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
2	YN	X	X	X	X	X	X	X	
3	YN		X	X	X	X	X		
Listen Check: (Errors noted)		L	R	L	R	L	R	L	R

Sounds, Communication Intent, Head:

	names of body parts X Enjoys rhymes, simple stories	"up"		removes lid of box to find hidden toy		standing X Crawls on stairs					
Session Targets		1	2	3	4	5	6	7	8	9	10
1											
2											
3		X	X	X							
Post Session Observations	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Target Helpful? Notes			
1		X		X					Y	N	
2	X	X	X	X	X	X	X		Y	N	
3	X	X	X	X	X	X	X		Y	N	
Listen Check	L R	L R	L R	L R	L R	L R	L R	L R			

Sounds, Communication intent used:

February 1

Progress Noted (Examples of Vocalizations, Strengths observed):

eee - last 2 days, copying vocalizations/ cues with flap book

Areas of Need, questions, concerns:

Plan for next Session:

auditory sandwich
10-second wait time
"ee" sound →
shows understanding of objects
voice + gesture - "up", "please"

- up (wait) gesture
up
- please, beep-beep, 1, 2, 3 (cars)
- go get it (wait) go
"go get it"
- wait time (ling toy)
- please, get down
- clap your hands, sit down,

Next week:

more eee, ~~say~~ "hi", "bye", "mommy", "daddy"

objects - duck, socks, hat, nose, head, tummy.

The Infant Observation Form was adapted by Nicole Martin, MS, CCC-SLP and Mi'kel Price, MS at Sound Beginnings at Utah State University from the "Listen, Learn, and Talk," Cochlear Ltd, 2005, pp 32-40, for informal monitoring of progress of children with hearing loss.

Parent Feedback

“I have LOVED the new forms Mi’kel has been bringing! My son is severely delayed in more areas than deafness because of his disorder. This way we can determine where he is on a developmental level instead of expecting him to be at the same developmental level as his peers. Mi’kel has been great at modifying the activities they are doing for [him] so he is included but at a realistic level for him! I love focusing on what he CAN do and seeing his progress! I also love knowing what comes next so we can teach him and work with him! I love the forms!”

Parent Feedback

“I found the form very useful for setting and keeping track of age appropriate goals for my child. I want to use these forms for my older child who has normal hearing.”

Parent Feedback

“I love the new forms they help me focus on specific goals that Mi’kel and I have decided are [sic] best for [my child]. I love how the language milestones are on the form so I know what else to focus on even if it is not one of our goals or just being able to mark off milestones that [my child] meets in between our sessions.”

For questions or to request materials, please visit our website



Building Success
One Step at a Time
Hearing-Language-Literacy



En Español

Communities

Tutorials

Materials

Research



Department of Communicative Disorders and Deaf Education
National Center for Hearing Assessment and Management
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Tel: 435.797.9234
[Questions and Comments](#)



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