



Listening and Spoken Language Approach to Early Intervention for Children who are D/HH

Course Description: This day-long course will provide an overview of the principles and practices of a listening and spoken language (LSL) approach to early intervention with children who are deaf or hard of hearing and their families. After reviewing the auditory foundation inherent in this approach, the changing landscape favorable to such an approach will be documented, including advances in hearing technology. Specific routines and methods will be presented and participants will be encouraged to share their knowledge and experiences in carrying out a family-centered approach wherein the clinician coaches and guides parents. The notion of the therapeutic alliance, in which family and practitioner form a mutual bond of trust and respect, will be highlighted.

Learning Outcomes:

1. Participants will list three changes in policy and technology that have positively impacted the provision of a listening and spoken language approach for children and families.
2. Participants will enumerate three techniques for maximizing auditory input when communicating with young children using a LSL approach.
3. Participants will describe two parent-infant curricula appropriate for use in a LSL approach

Agenda:

9:00-10:00: An Overview of the Listening and Spoken Language Approach

10:00-10:15: BREAK

10:15 – 11:15: This is not your grandmother's AVT

11:15 – 12:15: Establishing Auditory Foundations in a LSL approach

1:30-2:30: Daily Routines and Curricula for a LSL approach

2:30-3:15: The Therapeutic Alliance and Difficult Conversations

3:15-3:30: BREAK

3:30 – 4:45: Activities, Music and Resources to Keep Us Going

Speaker: Amy McConkey Robbins is a speech-language pathologist and auditory-verbal therapist in Indianapolis, Indiana and the author of evaluation procedures commonly used with deaf and hard of hearing children. She has over 70 publications, including a speech/ music curriculum, *TuneUps*, that recently received the "Most-Valuable-Product" award by clinicians. Her work has focused on family-centered early intervention, on oral bilingual families and on techniques to enhance higher-order thinking skills in deaf children. She is the author of *Whirlwinds and Small Voices: Sustaining Commitment to work with Special-Needs Children*, co-written with Clarence McConkey. She serves on journal editorial boards and national policy committees. Amy was named a distinguished alumna of Purdue University for her contributions to the field of pediatric cochlear implantation. In addition to her therapy with children and families, Ms. Robbins consults with schools and teaches internationally, including in Latin America where she grew up. She worked previously at the Indiana University School of Medicine, Boys Town National Research Hospital, and as a consultant for 3M-International in Brussels, Belgium. She received a BA in psychology from Hollins College, Virginia, a Diploma in Phonetics and Linguistics at Leeds University, Yorkshire, England and a Master of Science in Audiology and Speech Sciences from Purdue University.

Disclosure:

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Non-Financial: Amy McConkey Robbins has no non-financial relationships to disclose.