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# **Role of the SLP in Management of Very Young Children who receive Cochlear Implants**

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The value of team in cochlear implantation has long been recognized

Each team member has unique knowledge and skills to maximize outcomes

Critical for each team member to provide current information on the outcomes possible today



*The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."*

~ Babe Ruth

# Babies are Learners from Day 1



# “Begin With the End in Mind”

Stephen Covey, “7 Habits of Highly Effective People”



Children with hearing loss cannot capitalize on the access to sound and spoken language without professionals who are knowledgeable and skilled in assessing and developing listening and speaking skills (Robbins, 2009)



Guidelines, technical reports, position statements and resources delineate broad areas of expertise and clinical competencies that SLPs should have in working with children with hearing loss (G Bell, 2007; ASHA, 2004; Supplement to JCIH 2012)





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## Essential Knowledge

Hearing and Hearing Technology

Auditory Functioning

Spoken Language Communication

Child Development

Parent Guidance, Education & Support

Strategies for Listening and Spoken Language Development

History, Philosophy and Professional Issues

Education

Emergent Literacy







## Listening & Spoken Language Specialist

Certified  
Auditory-Verbal  
Therapist

Certified  
Auditory-Verbal  
Educator

[www.agbellacademy.or](http://www.agbellacademy.or)

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# TOP **3** Ways

## an SLP Maximizes Outcomes in Cochlear Implantation



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# Evaluate Child Functioning

Standardized & Criterion Referenced Assessments  
Observation, Parent Reporting

Auditory Skills

Receptive Language

Expressive Language

Articulation Skills

Fine/Gross Motor Skills

Cognitive Skills

Adaptive Skills

Play Development

Reading Aloud/ Literacy

Child's Disposition



# Build Capacity in Families to Be Their Child's First Teacher



- Continuity of care - sees the family well
- Intervention – teaching the child to listen  
Ongoing diagnostic therapy  
Equipping parents with strategies and techniques to create auditory living
- Parent Support and Education
- Connect Parents to Parents



# Build Capacity in Families to Be Their Child's First Teacher



Equipping parents with strategies and techniques to create auditory living  
**Daily, Play, and Social Routines**

- Be a Director
- Point out Sound
- Audition First
- Narrate actions and thoughts
- Be a drama mama and a dramatic dad
- Talk, talk, talk, talk...

# Summary

## member of the CI team, the SLP...

- Provides information on the child's development in all areas
- Plans and implements ongoing diagnostic early intervention
- Supports and educates families
- Provides continuity of care
- Builds capacity in families to create auditory living
- Supports the team to **maximize outcomes!**





## **Always Continuous Improvement...Looking Ahead**

The Trustees of the Oberkötter Foundation announced plans to create a professional learning center to deliver a comprehensive system of preparation and ongoing learning and support for professionals working with or on behalf of young children 0 – 5 who are deaf or hard of hearing and their families.

The center's vision is to maximize the reach and power of 21<sup>st</sup> century professional learning to enable striking outcomes with children who are deaf or hard of hearing.

