The Power of Yet: Strengths-Based Coaching & Co-Treating

October 13, 2017
Hear ‘N Now Conference
Our Mission

To maximize hearing access for optimizing communication potential.

• Provide quality services to children and their families regardless of their ability to pay

• Empower parents and families to be primary teachers and advocates

• Coach professionals in the skills and knowledge to serve children with hearing loss
What is the Power of the Yet?
"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"
I can’t do this...yet.
This doesn’t work...yet.
I don’t know...yet.
It doesn’t make sense...yet.
I don’t get it...yet.
I’m not good at this...yet.
Pediatric Hearing Programs at UNC

That’s A Lot of Kids!

Over 1200 children implanted
130 new implants a year
803 active CI pediatric patients
500 diagnostic ABRs
2000 pediatric hearing aid patients
Getting to the Next Level of Outcomes

- Age Of Intervention
- Maternal Sensitivity
- Access to Intervention
How Can UNC **Expand Patient Care?**

- Co-Treat Model
- Engaging Parent Task Force
- Strengths-Based Coaching
The Use of Strengths-Based Coaching
Expanding Patient Care

- In-Clinic/Tele-Therapy: 94%
  - 6%
- In-Clinic/Tele-Therapy + Co-Treat: 81%
  - 13%
  - 6%

803 Active Patients /
51 Receiving Direct Therapy /
120 Co-Treat /
166 Coaching
What is Co-Treating?
Parent Coaching Topics

- Wear Time
- Talk
- Read
- Sing

- Parentese
- Screen Time
- Resources
Four Domains to Engage Parents

1. Build a culture of respect, inclusion and equity.
2. Coach parents on their competence and confidence in their roles, working with parents instead of simply imparting information, and communicating and interacting with them in ways that build their confidence in their ability to address challenges themselves.
3. Listen to and collaborate with parents- design programs and engage them in leadership.
4. Work with other organizations and communities to benefit parents.
We continue to have a shortage of trained professionals with knowledge and experience to serve children who are deaf or hard of hearing developing listening skills.

- Houston, Monoz, & Bradham, 2011
- Hourston & Perigoe, 2010
- White, 2008
- JCIH, 2007
- Moeller, White & Shisler, 2006
Expanding Patient Care

In-Clinic/Tele-Therapy
- 6%
- 94%

In-Clinic/Tele-Therapy + Co-Treat
- 13%
- 6%
- 81%

In-Clinic/Tele-Therapy + Co-Treat + Coaching
- 13%
- 6%
- 20%
- 61%

803 Active Patients / 51 Receiving Direct Therapy / 120 Co-Treat / 166 Coaching
History of Professional Development/Coaching at UNC

- Carolina Institute
- Onsite Internships
- School Visits
- Workshops
9 Districts

66 Professionals

540 Kids with Hearing Loss
Wiki Classroom

Wikispaces Classroom
Get your students excited about learning in a modern, easy-to-use environment with the web tools they know and love

Wikispaces Campus
If you’re an administrator looking to provide wikis to an entire school, district, or university, you want Wikispaces Campus.

Create a Free Classroom Now
Week 2 - Audiology

Review the following Power Points. Consider the following:
- Types of hearing loss
- Degree of hearing loss
- Types of hearing technologies
- Causes of hearing loss/deafness
- Various ways audiologist test for a hearing loss

Audiology101 2017.pptx
Details Download 24 MB

Audiology 101 pt2 2017 - Final.pptx
Details Download 45 MB

Audiology 101pt3 2017 - LP.pptx
Details Download 1 MB

Application
1) After learning about the different degrees of hearing loss, what would you find most important to share with a parent, classroom teacher or other member of a child’s team, based on their degree of hearing loss and listening at home or school?
2) In your work setting, how is FM use determined? How are those decisions made?
3) What do you feel has helped foster your relationship with audiologists in your school systems, implant centers or private practices?
4) Share a case-study of one of your patients/students. Include the type and degree of hearing loss, type of technology that is used, and cause of deafness. Please remember to follow rules of confidentiality (no names, DOB or other ways to identify).
Functional Listening Index (FLI)

The Shepherd Centre; Sydney, Australia
Functional Listening Index (FLI)

- To wear hearing devices during all waking hours
- To show an involuntary response to sound
- To search for the source of a sound
- To attend to voice with interest
- To begin to localise sound, although may be inconsistent
- To attend to talking/singing for a couple of minutes
- To consistently detect all The Seven Sounds at close range
- To show an awareness response to a range of Learning to Listen Sounds through listening alone
- To respond to whispered voiceless phoneme through listening alone e.g. "p", "p", and "h", "h"...
Functional Listening Index (FLI)
Case-Study
Baseline Before Coaching
Case-Study
8 Months Later
Resources


Thank You