

**KSU-OSD Co-hosted Presentation
November 14, 2008**

Cochlear Implants in School: Developing Listening and Speaking Skills

MaryKay Therres, M.S., CCC-SLP, Cert. AVT

Abstract:

The presenter will review how a cochlear implant works along with candidacy ratings and projections for children who are evaluated for a cochlear implant. A therapy approach that can be utilized for children who wear hearing aids and/or a cochlear implant will be introduced. This approach outlines a hierarchy of auditory, speech/articulation and expressive language goals. It also includes specific goals and timelines to measure and monitor acquisition of these skills. Informal and formal assessment for children will also be discussed. Video tape examples and case presentations will be provided.

Learning Objectives:

1. Participants will be able to identify factors that determine a child's ability to benefit from a cochlear implant.
2. Participants will be able to create a sequential therapy plan to develop a child's auditory skills.
3. Participants will be able to create a sequential therapy plan to develop a child's speech/articulation skills.
4. Participants will be able to create a sequential therapy plan to develop a child's expressive verbal language skills.
5. Participants will be able to identify at least four areas of development to assess in children who are under two years of age.

Summary:

This full day presentation will start with a review of what a cochlear implant is, the different manufacturers and how a cochlear implant works. The differing roles of members of a cochlear implant team will be identified. Factors that are looked at when determining candidacy will then be discussed in relation to a modified CHIP (Children's Implant Profile). Based on the pre-implant candidacy evaluations, generally four categories of outcomes are identified. These categories include Commensurate (auditory oral/verbal communicators), Capable (auditory oral/verbal communicators who will need some additional resources/services), Challenged (children who will require a multi-modality approach to communication and self-contained educational programs) and Does Not Benefit (those who will not be able to use the implant for linguistic purposes). These will be reviewed along with educational recommendations based on outcome projections. The primary focus of the presentation will describe a sequential therapy approach that may be used to develop a child's auditory, speech/articulation and language skills. This will be outlined and discussed in detail. These hierarchies are divided into six Levels/Stages. Goals and timelines for acquisition of specific goals and activities at each Level/Stage will be defined. Video examples of therapy will also be provided along with

ideas for materials and toys to use in therapy. The Auditory Skills Pyramid continuum progresses from awareness to discrimination to identification to processing/comprehension. The Hierarchy of Speech Intelligibility progresses from speech sound shaping to speech sound sequencing to intelligibility in words, phrases and then sentences. This hierarchy is similar to an apraxia type of approach with focus on developing ability to produce speech sequencing in simple to more complex sequences to achieve intelligibility in spontaneous speech. The Language Levels Hierarchy progresses from word production to connected utterances to simple, expanded and complex sentence production. Informal and formal speech and language assessment will be reviewed. Assessment will be divided into tools used for children under two years of age and tools used for children over two years of age. Finally, case studies will be presented that encourage audience participation to apply knowledge gained throughout the presentation. The goal of this presentation is to provide therapists/teachers with information that will assist in determining a child's level of auditory, speech and language development, to provide a hierarchy of goals to develop an appropriate therapy plan, and to provide examples of therapy activities and materials that may be used in therapy sessions.

Time-Ordered Agenda:

Session I: Introduction and Overview

(10 minutes)

Cochlear Implants

Cochlear Implant Candidacy

(50 minutes)

Session II: AuSpLan: Auditory, Speech/Articulation and Expressive Language

Hierarchies

(3 hours)

Session III: Evaluation

(1 hour)

Session IV: Case Studies

(50 minutes)

Conclusion

(10 minutes)

Presenter:

MaryKay Therres, M.S., CCC-SLP, Cert. AVT

Speech-Language Pathologist

Clinical Specialist in Hearing Loss

The Children's Hospital of Philadelphia

3405 Civic Center Blvd.

Philadelphia, PA 19104

Phone: 215-590-0282

FAX: 215-590-5641

Bio:

MaryKay Therres is a Speech-Language Pathologist and Auditory-Verbal Therapist who has over 15 years experience working with children who have a cochlear implant and/or

hearing aid(s). She was a member of the cochlear implant team and Management Coordinator of the Speech/Language Center at Children's Hospital & Research Center at Oakland, CA. Currently, she is a Clinical Specialist on The Children's Hospital of Philadelphia cochlear implant team. She has co-authored "AuSpLan: A Manual for Professionals Working with Children who have a Cochlear Implant or Amplification". She has presented on the topic of cochlear implants nationally and internationally. She has provided short courses for professional organizations, online presentations for Cochlear Americas HOPE program and seminars, workshops and in-services to school districts along with guest lecturing and mentoring students at several state universities.