

AUDITORY-VERBAL PRACTICE

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AUDITORY-VERBAL PRACTICE

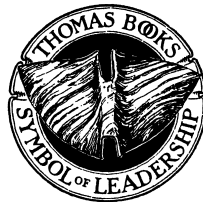
Toward a Family-centered Approach

Edited by

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and

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This book is lovingly dedicated to our respective families of origin and all those families we serve as well as their children with hearing loss.

AUTHOR BIOGRAPHIES

Rod G. Beattie's academic background includes a B.A. and B.Ed. in Psychology and Special Education, a M.Ed. in Educational Audiology, and a Ph.D. in Special Education. Since 2002, he has been Head of Graduate Programs at the Renwick Centre at the Royal Institute for Deaf and Blind Children in Sydney, Australia, whose teacher-training programs are affiliated with the University of Newcastle. He has been involved in post-graduate teacher education since 1985, teaching courses in language development, educational audiology, and the curriculum areas of audition, speech, language, and assistive listening technology. His current research interests largely reflect ethical dimensions of professional practice.

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Anita Bernstein has been Director of Therapy and Training Programs for VOICE for Hearing Impaired Children in Ontario, Canada since 1994. She oversees the provincial AV Program that provides direct intervention and Professional AV Training and Mentoring. She also lectures at York University, providing mentoring and training in AV practice. Prior to her current position, she taught at Montreal Oral School as itinerant teacher, coordinator of preschool services, and developed the parent-infant program.

An early childhood special educator and Certified Auditory-Verbal Therapist, she completed her Certificate in Special Education and M.Sc. in Auditory Oral Habilitation at McGill University under the mentorship of Drs. Agnes and Daniel Ling. A former member of the Certification Council for Auditory Verbal International, she received the 2000 AG Bell Professional of the Year award.

Dr. Anna M. Bortoli is a lecturer of special education at the University of Melbourne, Australia. Previously, she was a special school principal of both government and non-government schools. Her current research interests include inclusive practices, working with student support teams, social attention, and working with children with a range of needs namely, ADHD and Autism. She has recently been working with two multidisciplinary clinics at the Royal Children's Hospital (ADHD and SFP), in which she conducted the educational assessments for the children referred for diagnosis.

Dr. Tommie V. Boyd is Chair of the Department of Family Therapy and Associate Professor at Nova Southeastern University in the Graduate School of Humanities and Social Sciences. Her teaching interests are in the areas of systemic thinking and family therapy, including medical family therapy. With 30 years of clinical experience and training and supervision of master's and doctoral students, Boyd continues to remain curious and reflective about change and growth of students and clients. Tommie has presented to state and national audiences on topics of aging, medical issues, and assessment of learning outcomes and competencies in the MFT field.

P. Margaret Brown, Associate Professor, leads the Early Learning, Development and Inclusion group of academics in the Graduate School of Education at the University of Melbourne, Australia. A former teacher of the deaf herself, Professor Brown is involved in the training of teachers of the deaf and special education teachers and specializes in early childhood intervention. Her research interests focus on early language and communication development, parent-child interaction, social development, and early literacy development. She currently heads a large Australian Research Council/Australian Scholarships Group Linkage research project investigating teacher strategies, home literacy practices and child literacy outcomes in preschoolers. Professor Brown is the Australian Editor of *Deafness and Education International*.

Eileen Caldwell was born and raised in the Philippines and now resides in Maui, Hawaii with her husband Bill and their two sons, Riley and Liam. Beyond high school, Eileen was educated both in the Philippines and in

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Alice Eriks-Brophy obtained her MSc. in Auditory Oral Rehabilitation and Education and a Ph.D. in Communication Sciences and Disorders. She is currently an associate professor in the Department of Speech-Language Pathology at the University of Toronto, where she teaches courses in aural rehabilitation and articulation development and disorders for students in the MHSc program in SLP. Her research examines the role of parental involvement in early intervention for children with hearing loss, along with outcomes of early identification and intervention programs for orally educated children with hearing loss. Prior to embarking on an academic career, Alice worked as an itinerant teacher of the deaf and hard of hearing for the Montreal Oral School for the Deaf. She was also an elementary classroom teacher on several First Nations reserves in northern and southern Québec, Canada.

Martha Foster completed her doctorate in psychology at Peabody College, Vanderbilt University in 1973 in developmental and clinical psychology. Her interests in interventions for children with developmental disorders led her to systems theory and family therapy which have informed her subsequent teaching, research, and clinical pursuits. She joined the psychology department at Georgia State University in 1978 where she is currently Associate Professor *Emeritas*. Her research interests include family-focused interventions for children with acquired brain injury and systems therapy with couples. While at GSU, she directed the Psychology Clinic and the graduate Program in Clinical Psychology. She has also maintained a private practice in family and couples therapy for over 30 years.

Suzanne Midori Hanna is a clinical researcher and professor in Amridge University's School of Human Services, an online university. Her current focus is consultation, training and evaluation with non-profit agencies that wish to provide evidence-based family therapy approaches for underserved groups. She authored, *The Practice of Family Therapy: Key Elements Across Models*, and co-edited (with T. Hargrave) *The Aging Family: New Visions in Theory, Practice and Reality*. Dr. Hanna's personal model of intervention is an intersection of mind, body, spirit and relationships within the developmental, strategic and narrative models of family therapy. She credits the influence of gender, race, culture, class, sibling position and Milton Erickson upon her own integrative model of family therapy. She received specialized training in couples therapy from the Marriage and Family Counseling Service in Rock

Island, IL and has received training in three models of evidence-based family therapy from NIH-funded project teams.

Claire Harris was born in and spent her childhood in St. Ives Cornwall in the UK. She moved with her family to Australia as a “ten pound pom” during the 1970s migration programs. She has a background in the visual arts and studied social and cultural anthropology at Adelaide University and now produces documentary films.

Mary D. McGinnis is Director of Teacher Education at John Tracy Clinic, and Director of the Graduate Deaf Education Program, University of San Diego/John Tracy Clinic. She has worked with children with hearing loss and their families since 1968 in public and private schools, private practice therapy, House Ear Institute, and John Tracy Clinic. Her academic preparation includes a B.A. in English, M.A. in Education, M.A. in Linguistics, Ph.D. in Linguistics, and four California teaching credentials: Elementary, Secondary (English), Deaf and Hard of Hearing, and Administrative Services. She is also certified by the U.S. Council on Education of the Deaf, and the AG Bell Academy as a Listening and Spoken Language Specialist Auditory-Verbal Therapist. She has co-authored *Auditory Skills Curriculum*, *Oralingua Social Interaction Skills Guidelines*, and *Me and My World*. She is contributing editor of *Social and Sexual Aspects of Living for the Hearing Impaired*. She co-founded NECCI (Network of Educators of Children with Cochlear Implants) and is an author of *The NECCI In-service Curriculum*.

Robyn Phillips worked in dual careers as a registered nurse and secondary school teacher prior to the diagnosis of profound deafness in her second son, Alexander in 1987. She then attained her BSpEd in Hearing Impairment and ME.d. in Deafness Studies. She became a LSLC Cert. AVT in 2000. She is currently Program Manager of the Cora Barclay Centre in Adelaide, South Australia. The program supports 170 children/students with hearing loss from birth to 19 years of age.

Dr. Anne Hearon Rambo has been a family therapist for over 30 years. She taught family therapy to graduate students at Nova Southeastern University for the past 20 years. She is the author of *Practicing Therapy* (with Heath and Chenail, W.W. Norton, 1993) and *I know my child can do better: A frustrated parent's guide to educational options* (McGraw-Hill, 2001), along with numerous scholarly articles and book chapters. She supervises teams of interns working in the Broward county public schools, and presents often on family therapy-related school issues. She is the recipient of the 2002 Florida Association for Marriage and Family Therapy Contributions to Diversity

Award for her work with immigrant and low-income children in the public schools. In her personal life, she is married to Irving Rosenbaum, university administrator, and the proud mother of Rachel Rambo, a political science major at Tulane.

Sabine Werne is married to Dietrich, her soul mate – both of whom are natives of Cologne, Germany. Although Sabine has a degree in Special Education, she is a full-time mother to four sons: Alex, Christian, Florian, and Tobias. Each member of this family is fluently bilingual in German and English.

Liz Worley's academic background includes a Bachelor of Nursing and M.E.d. (Adult), Graduate Diploma of Counseling, Graduate Certificate of Counseling (Marriage and Family). She is the Family Counselor at the Cora Barclay Centre, South Australia, also working in private practice as a Counselor and Relationship Therapist. She utilizes a biopsychosocial approach: An Integrative Model in counseling practice, with an emphasis on attachment theory, informs and underpins her practice. She previously worked in rural nursing, community health care, health care evaluation and consultancy, tutoring counseling students, research, and early intervention education with parents and their children. Her love of learning about health care, relationships and early intervention has been interwoven with the passion, curiosity and responsibilities she has as a mother of four children Jessica, Michael, Sarah, and Alexa, and wife of Paul. They are her greatest teachers who taught her what it really means about love, coping and how to be a secure base and safe haven. She personally experienced the role of a parent walking with their child through early intervention for a sensory problem. Liz was born in outback Australia, but lived and studied in the US and enjoys international travel. She is a lifelong student.

PREFACE

The family is one of nature's masterpieces.
George Santayana, *The Life of Reason*

This book is intended as a text for graduate students in educational audiology, deaf education, speech-language pathology, aural (re)habilitation, and early childhood special education. It is also intended as a field guide for practitioners working with families and their children with hearing loss, including auditory (re)habilitationists, early intervention service providers, and listening and spoken language specialists, including auditory-verbal therapists and auditory-verbal educators who wish to improve their skills in understanding and working with families.

The noted educator and philosopher, John Dewey, reminds us *If we teach like we taught yesterday, we rob our children of tomorrow*. This book was developed with his words of wisdom guiding us. We strive to evolve, improving our services so that more families can be served. In our quest, we do not permit ourselves to be limited by self-criticism or sacred cows. Evidence-based practice should affect how we think and what we do, if we are to facilitate enabling conditions for families and their children with hearing loss.

For the first editor, Ellen A. Rhoades, the genesis for this book was twofold: (1) her own parents, Leonard and Thyra Levine, who enabled her to hear and speak and then, with those aural wings, enabled her to fly at her own speed, and (2) Martha A. Foster, the first of many family therapists/professors who taught her while a doctoral student at Georgia State University in 1975. Embracing the family as a system fundamentally changed how she implemented AV practice and how she came to view her own family of origin, for which she is deeply grateful. She also thanks her son, Benjamin Rhoades, for showing her the joys and difficulties of parenting.

For the second editor, Jill Duncan, the singular driving force behind her involvement with this book was to assist auditory-verbal practitioners understand and differentiate the complex array of definitions and practices associated with family-centered care in order that they may better service children

with hearing loss and their families. She is indebted to the families she serves and her own family for their kind patience with her as she continues to learn the true meaning of family-centeredness.

For some of us, where we work separates us from our families. But, for all of us, family influences what we do. Unfortunately, the process of writing chapters for this book involved some extraordinarily stressful family transitional periods for many chapter authors. We are particularly indebted to *all* contributing authors and their families. Additionally, some chapters are specifically dedicated to family members and other important groups that enabled the chapters to be written: Anita Bernstein's husband Adrian Jaskan and the board of directors at VOICE for Hearing Impaired Children; Tommie V. Boyd's parents, Howard and Grace Vannoy; to Liam Caldwell's Apu (grandmother), Elisa Zablan; to Claire Harris' mother, Gwen Leitch Harris; to Robyn Phillips' husband, Peter and their sons, James and Alex; to Mary D. McGinnis' mother, Hazel McGinnis Swanson Packard, her stepfather, Theo C. Packard, and her sister, Diane Perry; to Sabine Werne's parents Carola und Günter Marsch, and her soul mate and husband, Dietrich Werne; to Alice Eriks-Brophy's husband, Colin, and their children, Christopher and Nianne; to Martha A. Foster's parents, Mary Alice and Walter Foster; to Liz Worley's husband Paul, and their four children, Michael, Sarah, and Alexa Worley and Jessica Routley.

As with any book, there are many people who did not author a chapter yet played important roles toward bringing this book to fruition. We sincerely thank our colleagues who made the time to read and provide us with external feedback – and yet they are not to blame for any errors or misinformation that might inadvertently be in any chapter within this book. Those colleagues we deeply thank, in alphabetical order, are: Ian Dempsey, Susan Easterbrooks, Norman Erber, Phil Goody, Kay Hooper, Alan Kelly, Anne McNally, Robyn Cantle Moore, Jill Muhs, Ann Porter, and Arlene Smitherman. We also thank Julie Thorndyke, a wonderful librarian who found obscure references for us. And we are deeply indebted to those wonderful colleagues who generously authored these chapters, sharing freely of their time, efforts, and knowledge. Given the time that each author devoted to this book, we would be remiss if we did not also thank *all* of our families – those we were honored to serve and those that will let us serve them in the future; families that we know have colored us and enabled us to do what we do.

This book is designed to inform practitioners of different perspectives that can lead toward family-centered intervention. There is no “one size that fits all.” Because some of our readers may not be familiar with the core constructs integral to systemic family therapy, there is some redundancy across chap-

ters. However, by the end of this book, it is our hope that all readers will have developed an understanding of how three disciplines can merge – that of AV practice, systemic family therapy practice, and family-centered practice.

On many levels, this book is designed to be unique. It represents an international collaboration of people – practitioners as well as parents – from Australia, Canada, Europe, and the US. It also represents an amalgam of professionals with varying perspectives, even within those who represent the same discipline – family therapists, AV practitioners, university academicians, researchers, and early intervention service providers. We think this collaboration serves two purposes: to enrich AV practice and to facilitate its evolution in keeping with evidence on a global level. It is our fervent hope that this book will be thought-provoking, thus stimulate further research. All in all, those families we serve deserve only the best from us.

Ellen A. Rhoades and Jill Duncan, Editors

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AUDITORY-VERBAL PRACTICE

Section I

AUDITORY-VERBAL PRACTICE

Chapter 1

INTRODUCTION TO AUDITORY-VERBAL PRACTICE

JILL DUNCAN and ELLEN A. RHOADES

PREAMBLE

This chapter provides an introduction to auditory-verbal (AV) practice as one of several intervention approaches for families that include children or adolescents with hearing loss. The first section reviews theoretical antecedents. The second section reviews historical antecedents that include the medical influence on the pioneering AV practitioners, how practitioners came to develop the credentialing process, and the convergence of factors that brought widespread recognition to AV practice in the twenty-first century. The last section briefly describes the current credentialing status of AV practice.

THEORETICAL ANTECEDENTS

A theory is a belief based on a well-substantiated explanation of some aspect of the natural world – an organized system of accepted knowledge that explains a specific set of phenomena (Pearsall & Hanks, 2005). Essentially then, a theory is based on verifiable information. Despite great technological and neurobiological advances of the past two decades, theoretical antecedents of AV practice have not changed substantially in the past 50 years (Pollack, 1970; Rhoades, 1982). Beliefs of a half-century ago were based