



Are you going my way? Meeting the different needs of families

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Best-practices in family centred early intervention

An international consensus statement - Journal of Deaf Studies and Deaf Education, 2013

Ten Guiding Principles:

- Early, timely and equitable access to services
- Family-professional partnership
- Informed choice and decision-making
- Family social and emotional support
- Family Infant Interaction – optimal learning environment



The Elizabeth
foundation

Best-practices in family centred early intervention

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- Use of assistive technologies and support for communication development
- Qualified providers
- Collaborative teamwork
- Progress monitoring
- Program monitoring



The Elizabeth Foundation

- Purpose-built test centre and family centre for babies and preschool children and their families
- The norm is: diagnosis at approximately 5 weeks, with aids at 6 weeks
- Early intervention services start immediately
- **Weekly** nursery sessions: Baby nursery, toddler nursery, preschool nursery, music, and family support
- **Monthly** 'Listen' support groups
- **Home Learning Programme** – Let's Listen and Talk
- **Intensive one-week** programme for the entire family –
Summer Residential Programme

Weekly education sessions

- Children attend for 1-2 sessions per week and attend local mainstream services as well
- 2-1/2 or 5 hour day, depending on age
- EYFS curriculum with focus on speech, language, listening and communication
- Input from TOD and SALT
- Progress tracked and reported
- Parent engagement and involvement throughout

The impact

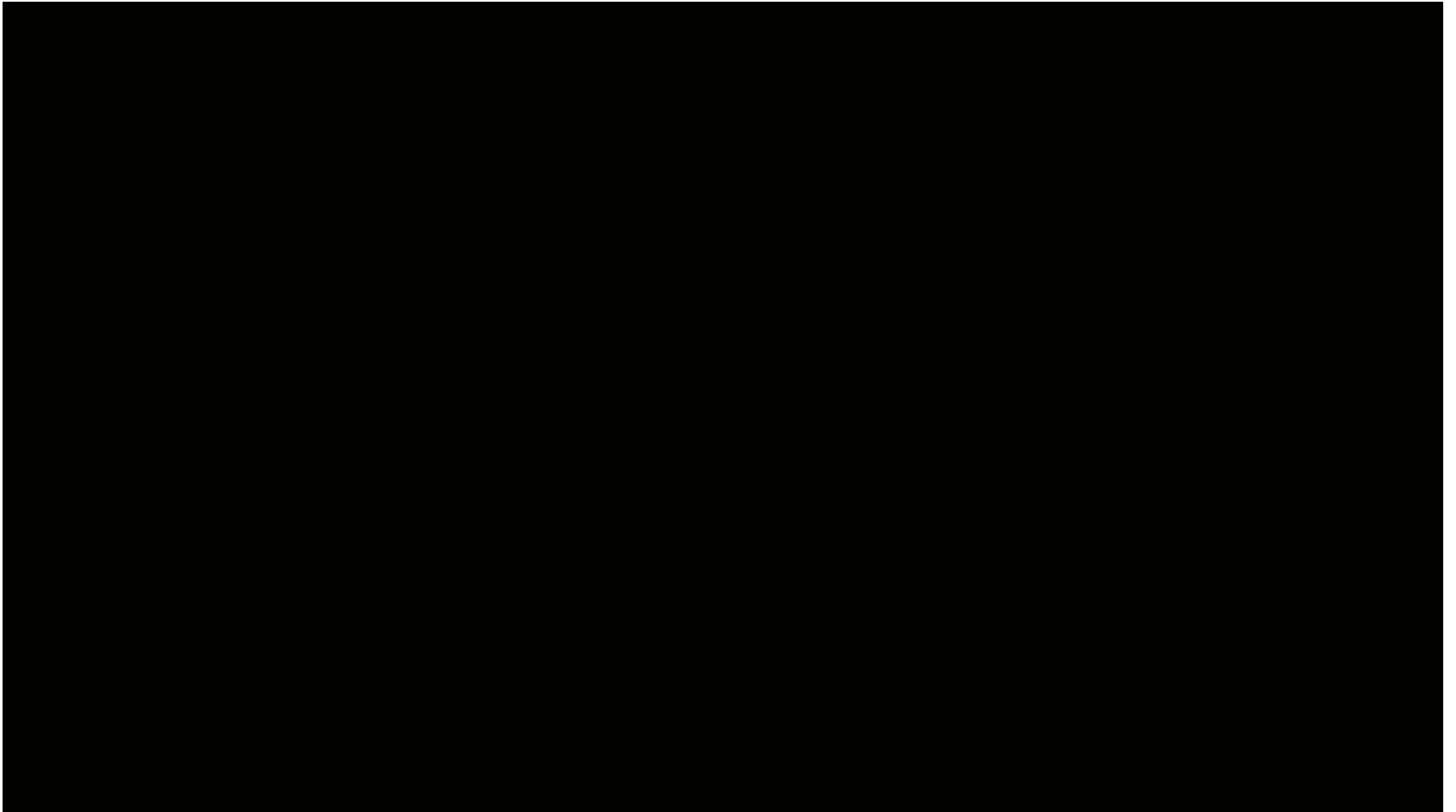
- 68% increase in numbers over the past 5 years

In 2016:

- 30% of our children had additional physical or sensory needs; 19% in bilingual environment
- 90% of our children left our nurseries to go to mainstream schools with appropriate support
- 90% of children left our programme with listening and attention skills that were within the expected range for their age (EYFS)



Baby group circle time



Parent/Professional Feedback (83)

Positives

- A listening and language focussed curriculum
- Small class size
- Specialist input
- Specialist technology
- Good acoustics
- Parent involvement
- Tracking of progress around all areas of communication and listening
- Deaf peer-group
- Parent to parent support

Challenges

- For many, it is not a local programme
- It's a 'specialist' environment
- Many appointments and professionals involved
- Parents can get overloaded with targets from many professionals



Monthly support groups

- For children with mild hearing loss/unilateral loss; children with Down syndrome; children with complex needs
- 1-1/2 hour session focussing on developing and challenging listening skills
- Parents attend with their child
- Take-away information available for parents
- Practical games and activities

Monthly Listen Group



Parent/Professional Feedback (43)

Positives

- Parent to parent support
- Contact with other children/families
- Information about hearing and hearing loss
- Learning the steps for listening skills
- Practical games and activities that promote listening
- Importance of focus and attention and how to build these skills
- Take home information sheets

Challenges

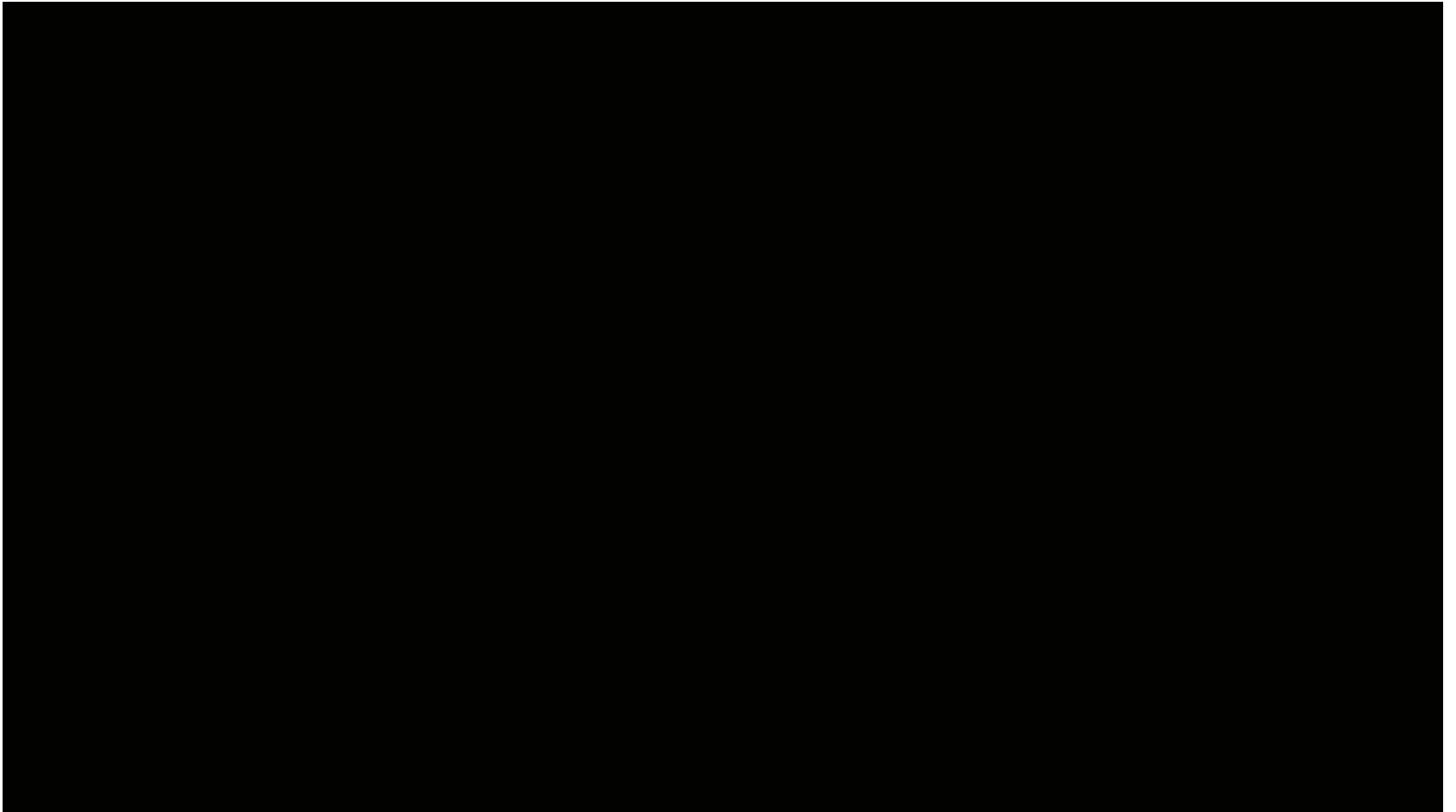
- Some would like it more frequently
- No formal assessment
- No formal reporting
- More difficult to build relationships because not meeting up often



Our intensive one-week summer residential programme

- Daily fun-filled and educational preschool sessions for deaf preschoolers delivered by a TOD
- Action-packed sibling programme including outings for siblings aged 5-11 years
- Informative parent education programme
- Individual and independent assessments from TOD, SALT, Ed Psych, Audiologist

Summer Residential Programme



Parent/Professional Feedback (38)

Positives

- Full family involvement
- Specialist preschool setting for child with a hearing loss with specialist input
- Sibling involvement and focus
- Parents get focussed time to digest information
- Observation time for parents to see their child in the session
- Independent assessments from a variety of specialists

Challenges

- Cost may make it inaccessible for some families
- Different laws/procedures/terminology in different areas of the UK
- No creche facility for young babies
- More personalised advice from expert speakers would be ideal
- Varying levels of knowledge and experience makes organising presentations difficult to reach all levels

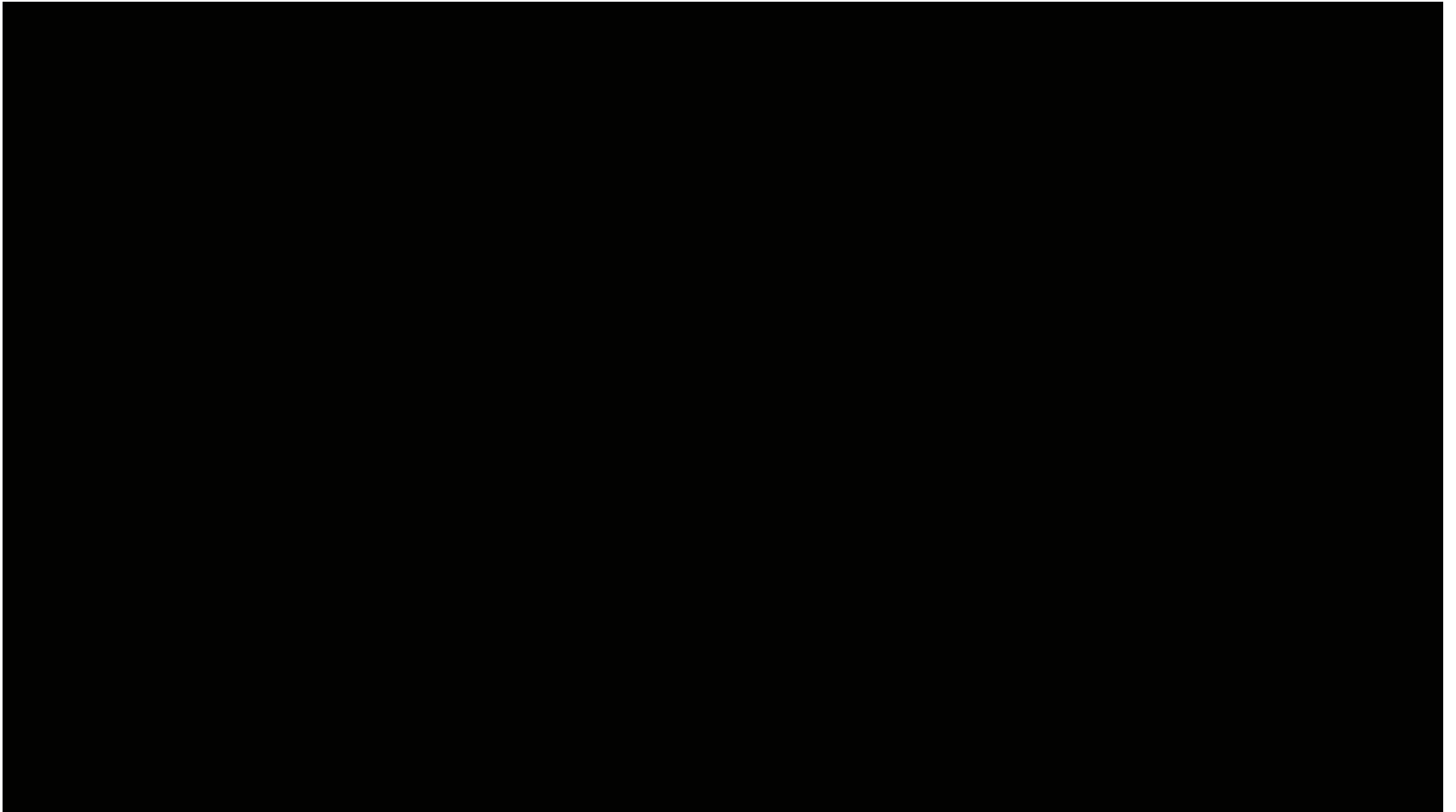
Interactive online home learning programme

Let's Listen and Talk

- A structured series of home lesson plans providing practical and relevant advice and information
- Easy to follow activities, with video samples
- Tailored, individual support from our expert team
- Regular communication through email, phone call or Skype
- Access through computer, smartphone, or tablet

www.letslistenandtalk.org

Let's Listen and Talk



Working in partnership

We are:

- A supplemental form of information and advice
- A complementary service building on the support provided by local professionals
- Interactive with parents and professionals
- Engaging with families
- Practical and hands-on

We are not:

- NOT taking over from local support
- NOT opposed to sign language

Some challenges:

- More difficult to build relationships because not face-to-face
- Different areas have different laws, procedures, etc.
- Only have parent-perspective

Thank-you!

