



Sample From:

L2L-Coaching Model

Professional Self- Assessment Tool

Creating a Profile for Early Intervention Providers Who
Serve Families Using Listening and Spoken Language

Abstract

This document is offered as a tool for Providers to review their caseloads and to assess their skills in coaching families to maximize the child's listening and spoken language skills throughout daily activities.

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AMPLIFICATION/AUDITORY ACCESS (QUESTIONS 1 – 4)

CHILD'S AMPLIFICATION DEVICE(S)

1.A. What percentage of children on your caseload are wearing hearing technology 10 hours/day or more? (Circle one)

10%	25%	50%	75%	90%
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1.B Overall, for reinforcing full time use of hearing technology, I am at the level:

Level	Definition	Your Level
Learn It	I need to seek out more information on this topic and increase my knowledge in this area.	
Know It	I am knowledgeable in this skill but do not consistently use it in my sessions.	
Do It	I use this skill consistently in my sessions.	
Teach It	I teach parents to use this skill in my sessions.	
Coach It	I support parents using this skill, provide feedback to strengthen their ability, and provide opportunities for reflection and discussion.	
Confirm It	I confirm the parent's ability to independently demonstrate this skill in structured activities during the session.	
Expand It	Parents provide examples of how they independently integrate the skill into all aspects of child's daily routines.	

STRATEGIES FOR CHILD WEARING AMPLIFICATION DEVICE

1.C. Rate your skills in using the following strategies to reinforce full time use of hearing technology.

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- - Minus sign indicates that the Provider or Parent doesn't use this strategy and/or needs more info.

Strategies	-	+	✓
I use a variety of handouts to explain the importance of full-time use of hearing technology to maximize the auditory processing areas of the brain.			
I identify and address families' barriers to full time use.			
I educate parent about their child's degree of hearing loss and the impact of hearing technology.			
I use simulations of hearing loss to clearly demonstrate the effects of hearing technology.			
I understand the implications of less than full time use and the impact it will have on spoken language development.			
I use and teach families to use data logs as tools.			
I advocate for consistent (every 3 months) follow-up with the audiologist.			
I am knowledgeable about various retention devices (e.g., snug-fit, huggies, pilot caps, Hearing Henry, Etsy) and use them as needed.			
I connect parents to another parent who has struggled but overcome this challenge.			
I examine daily routines for a family-centered time/place to put hearing aids on and manage the equipment.			
I add fun to daily routine while putting on hearing aids (for example, child is rewarded with sticker, fruit snack, fun song) .			
<i>Based on social, cultural, linguistic, or other factors, what additional strategies would you use?</i>			

AUDITORY DISCRIMINATION

6.A.1. What percentage of parents on your caseload can assess the child’s discrimination skills, determine when there is a change in discrimination, and notify provider of the change? (perform the Ling sound test?) (Circle one)

10%	25%	50%	75%	90%
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6.B Overall, for strengthening and assessing a child’s discrimination skills, I am at the following level:

Level	Definition	Your Level
Learn It	I need to seek out more information on this topic and increase my knowledge in this area.	
Know It	I am knowledgeable in this skill but do not consistently use it in my sessions.	
Do It	I use this skill consistently in my sessions.	
Teach It	I teach parents to use this skill in my sessions.	
Coach It	I support parents using this skill, provide feedback to strengthen their ability, and provide opportunities for reflection and discussion.	
Confirm It	I confirm the parent’s ability to independently demonstrate this skill in structured activities during the session.	
Expand It	Parents provide examples of how they independently integrate the skill into all aspects of child’s daily routines.	

STRATEGIES TO STRENGTHEN AUDITORY DISCRIMINATION SKILLS

6.C. Rate your skills in using the following strategies to strengthen and assess the child’s auditory discrimination skills (at appropriate developmental period for the child).

- ✓ Check mark indicates that the Provider or Parent consistently applies the strategy.
- + Plus sign indicates that the Provider or Parent knows the strategy but needs to add it to practice.
- - Minus sign indicates that the Provider or Parent doesn’t use this strategy and/or needs more info.

Strategies	-	+	✓
I perform Ling Sound Test daily.			
I use online resources to demonstrate the Ling Sound Test.			
I use effective strategies to elicit a verbal response from child (pausing, expectant look, leaning forward, etc).			
I understand the difference between detection and discrimination.			
I keep a listening journal of observation of child’s discrimination skills .			
I highlight different sounds in play using learning to listen sounds.			
I pair consistent sounds with objects, actions, or routines.			
I compile a box of “learning to listen” toys. (objects for early sound/object associations)			
I establish age appropriate activities to highlight the Ling 6 sounds.			
I use books to highlight sound play and strengthen discrimination.			
I use a hand cue to elicit a verbal response.			
I choose optimal placement for child/parent in listening activities.			
I acoustically highlight (use pitch, duration, and intensity changes) specific sounds if necessary.			
I understand how to scaffold a sound/auditory skill in presentation to make it easier to hear.			
I use a “listen” cue consistently.			
I have thorough understanding of normal speech development patterns and can apply to child’s production.			
I can assess a child’s speech production to determine if a discrimination error may be occurring.			
<i>Based on social, cultural, linguistic, or other factors, what additional strategies would you use?</i>			