



Yeerongpilly Early Childhood Development Program

MISSION STATEMENT

We foster the development of effective communication for children who are deaf or hard of hearing in a positive learning environment through our inclusive, family-centred and play-based programs.

We guide and support each family in making informed communication choices to achieve optimal outcomes for their child.

SERVICE OUTCOMES

- ❖ Families will develop knowledge and skills to understand their child's hearing abilities and support their child's communication development within the family and community
- ❖ Families will develop effective communication for building relationships, social development and learning
- ❖ Families will develop support networks and advocacy skills to promote the well-being of the child and family
- ❖ Enable successful transition to Prep and community participation

AIM OF EARLY INTERVENTION

- ❖ Parent education and self-efficacy
- ❖ Family wellbeing and engagement
- ❖ Effective use of listening technology
- ❖ Immersion in language (spoken and/or signed)
- ❖ Monitoring listening, speech and language development
- ❖ Targeted goals and strategies to support positive interactions and communication development
- ❖ Supporting social and emotional development
- ❖ Learning through play
- ❖ School readiness



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COMMUNICATION OPPORTUNITIES Methodology and Approaches

Listening and Spoken Language

- **Auditory-Oral** – For children developing listening and spoken language through consistent use of listening technology, developing auditory skills, natural visual support (gesture, lip reading) and spoken communication

Bilingual-Bicultural

- **Bilingual Bimodal** – For children developing sign supported speech (spoken language in combination with Auslan), with English through audition for literacy development
- **Bilingual Unimodal** – For children developing Auslan with English through Auslan for literacy development

The ability to use Auslan along with knowledge of Deaf culture enables participation in the Deaf community and ease of communication in more challenging listening environments.

Auslan / Spoken Language Communication Continuum

The following continuum specifically relates to the child's understanding and use of Auslan and spoken language. The terms 'visual' and 'sign' refer to Auslan and 'auditory' and 'oral' refer to a spoken language (English and/or home language).

Children may use both visual and auditory information to access communication. Where the child sits on the continuum may differ between receptive language (what support they need to understand communication) and expressive language (what they choose to use with others). This may also change depending on the communication environment and their communication partner/s. Children may also change communication preferences and needs over time.

Receptive Communication Continuum					Expressive Communication Continuum				
Fully Visual	Mostly Visual	Equal Visual/Auditory	Mostly Auditory	Fully Auditory	Fully Sign	Mostly Sign	Equal Sign/Oral	Mostly Oral	Fully Oral
V	VA	VA	Av	A	S	So	SO	Os	O

Multimodal - Other Communication Possibilities/Systems

- **Tactile signing** – For children developing signed communication using touch
- **Augmentative and Alternative Communication (AAC)** – Ways of developing a child's communication when an additional or alternative approach to speech, sign or writing is required
 - No tech – gesture, facial expression, body language and pointing
 - Low tech – photographs, pictures, symbols
 - High tech – iPad/tablet app or speech-generating device

References

- <https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/cochlear-implant-education-center/navigating-a-forest-of-information/language.html>
- <https://www.childrens.health.qld.gov.au/wp-content/uploads/PDF/healthy-hearing/possibilities-and-pathways.pdf>