



# The Mentor's Guide to Auditory-Verbal Competencies

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*Hear now. And always*



# Introduction

*The Mentor's Guide to Auditory-Verbal Competencies (Years 1 - 3)* was developed to provide guidelines for mentors and mentees to monitor the growth of essential professional auditory-verbal skills through a three-year mentoring process. This competency skill guide was developed with an evidence-based practice model in mind, drawing from the clinical expertise of established auditory-verbal therapists as well as research findings. The work of Nancy Caleffe-Schenck, M.Ed., CCC-A, LSLS Cert AVT provided the foundation for this effort.

Nancy Caleffe-Schenck developed the *Auditory-Verbal Training Program Handbook* in 1990 as a guide for the Auditory-Verbal training program conducted at the University of Denver and sponsored by the Listen Foundation. The Handbook included an auditory-verbal skills rating scale for use in the preparation of professionals to engage in Auditory-Verbal practice. Caleffe-Schenck's work has served as the basis for several subsequent skills checklists and rating scales. Christina Perigoe (cited in Duncan, Kendrick, McGinnis, & Perigoe, 2010) expanded Caleffe-Schenck's work to create the *Auditory-Verbal Teaching Behaviors* (Auditory-Verbal International, 2003), a rating scale used in mentoring aspirants for the Cert. AVT. The Auditory-Verbal Teaching Behaviors rating scale was later adapted by the A. G. Bell Academy for Listening and Spoken Language in the creation of the *Mentor's Observation and Evaluation Form* (A.G.Bell Academy, 2012) used in the Listening and Spoken Language Specialist certification process (LSLS Cert. AVT, LSLS Cert. AVEEd.).

Caleffe-Schenck's work specified which skills clinicians should master by the end of their first year of work toward certification. Dickson (2008) expanded this effort to indicate the year that each skill on her rating scale should be mastered across a three-year period. Morrison, Perigoe & Bernstein (2010) surveyed Cert. AVT's who mentor aspirants for auditory-verbal certification. The mentors identified skills that were typically mastered during each of the three years of preparation for LSLS certification. The results were similar to the skill mastery time line projected by Caleffe-Schenck and Dickson, validating these works and providing an additional resource for the current competency skill guide.

The authors recognise that there are a variety of family structures and the roles of members vary greatly within each family. In this guide, the words "family" and "parent" are used by the authors to refer to individuals who are the child's primary language models and caregivers, which may include day care providers and extended family members.

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N530489-503492 ISS1 SEP14

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# Planning

Date Targeted	Date Achieved	Planning Year One	Date Targeted	Date Achieved	Planning Year Two	Date Targeted	Date Achieved	Planning Year Three
		Develops an Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) based on typical stages of development, child's present level of ability and Auditory-Verbal Principles.			Extends the development of Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) by including preschool/school/additional special needs goals while maintaining Auditory-Verbal Principles.			Coaches and encourages parents to participate in the development of Individual Family Service Plan (IFSP) or Individual Education Plan (IEP) while maintaining Auditory-Verbal Principles.
		Reviews IFSP/IEP every 6 months at a minimum and coordinates auditory-verbal long term goals.			Extends the development IFSP/IEP on a regular basis and calls meetings to discuss concerns with all members of the child's team and makes suggestions for adaptations to programme.			Coaches parents to review IFSP/IEP on an on-going basis and make suggestions for new goals as needed.
		Writes long term therapy goals (3-6 months) in the areas of audition, language, speech and cognition and ensures all goals are in sync and developmentally ordered.			Adjusts long term goals (3-6 months) as needed in the areas of audition, language, speech and cognition and ensures all goals are in sync and developmentally ordered.			Coaches parents to recognise the need for adjustment of goals.

# Planning

Date Targeted	Date Achieved	Planning Year One	Date Targeted	Date Achieved	Planning Year Two	Date Targeted	Date Achieved	Planning Year Three
		Writes thorough lesson plans with specific goals or weekly targets and ideas for effective carryover by the child's primary language models.			Writes thorough lesson plans with specific goals or weekly targets and specific activities for parents to conduct for the purpose of coaching.			Assists parents in planning experiences to incorporate goals in the home.
		Writes lesson plans noting specific AV strategies and techniques to be used.			Writes lesson plans that include generalization of AV strategies for the family to use in daily routines in the home.			Aids parents to integrate auditory-based interactions in all environments. (i.e. playground, library, sports)
		Writes lesson plans that demonstrate continuity from session to session.			Writes lesson plans that move child from one level to the next on a developmental hierarchy and adjusts lesson plans when the child has plateaued or is making unsatisfactory progress.			Guides parents in adjusting their lessons to meet their child's changing needs.
		Includes plans to evaluate child's progress and to review previous targets in each session.			Identifies when goals need to be broken down into smaller steps. Evaluates progress by breaking goals into smaller steps as needed.			Guides parents to continuously evaluate their child's progress and adjust goals as needed.
		Plans include a specific parent education topic in each session.			Plan recognizes specific parent education needs and plans relevant activities.			Responds to parents' teachable moments and provides education and skills as needed.

# Session

Date Targeted	Date Achieved	Session Year One	Date Targeted	Date Achieved	Session Year Two	Date Targeted	Date Achieved	Session Year Three
		Understands the developmental nature of cognition as it relates to play.			Incorporates appropriate activities based on the development of the child's play.			Coaches the parents to address the child's cognitive and play development.
		Understands the developmental nature of cognition as it relates to language.			Incorporates appropriate activities based on the child's level of cognitive and language development.			Coaches the parents to address the child's cognitive and language development.
		Creates a favourable learning environment by achieving an appropriate ratio of experience based teaching vs. task specific testing.			Interweaves assessment of specific goals through spontaneous productions during play thereby decreasing the amount of formal testing.			Coaches parents to teach goals and assess the child's progress through play.
		Develops teaching activities to address the child's delays, errors and auditory development.			Monitors the child's auditory access and development during teaching activities.			Coaches parents to adjust activities in accordance with child's abilities and errors.
		Writes goals in audition, speech and language for each lesson.			Integrates audition, speech and language goals into a single activity.			Coaches parents in integration of audition, speech and language goals into daily life.

# Session

Date Targeted	Date Achieved	Session Year One	Date Targeted	Date Achieved	Session Year Two	Date Targeted	Date Achieved	Session Year Three
		Follows a written lesson plan during sessions with child and family.			Deviates from written lesson plan when child's behaviour and performance dictate, or a teachable moment arises.			Abandons lesson plan when needed and incorporates goals into any activity that interests the child or one that addresses parental concerns.
		Selects and organizes materials prior to the session in order to teach specific goals.			Follows the child's lead in presenting activities that support his mood, ability and pace while maintaining the target.			Coaches the parent in following the child's lead while maintaining the goals.
		Moves from one activity to the next with minimal disruption to the flow of the session.			Adjusts pace of lesson based on child's performance, attention, interest and age.			Coaches and guides the parents in the importance of pacing and moving from one activity to the next.
		Positions parents and self to maximize auditory input.			Uses strategies such as joint attention to decrease visual cues.			Coaches parents in maximizing audition when communicating with their child.
		Uses appropriate activities and materials to meet the requirements of a child with additional needs.			Assesses the child with additional needs and his ability to interact and learn using audition.			Helps parents maintain an auditory focus while caring for their child with additional needs.
		Identifies behaviours that interfere with the child's acquisition of listening and spoken language and discusses strategies with parents.			Assesses the effectiveness of behaviour management strategies with the family and refers parent for additional support as needed.			Coaches and guides parents to maintain a consistent behaviour management programme with their child.

# Audition

Date Targeted	Date Achieved	Audition Year One	Date Targeted	Date Achieved	Audition Year Two	Date Targeted	Date Achieved	Audition Year Three
		Obtains current audiological information for each child on caseload and adheres to the LSLS recommended audiological protocol.			Recognizes possible changes in child's audiological status and refers for assessment.			Coaches parents to monitor the child's auditory responses in order to seek audiological consultation as needed.
		Collaborates with audiologist to develop or choose child's tasks to be used in audiological assessment/hearing technology programming.			Prepares child for audiological assessment/hearing technology programming, including establishing play audiometry skills when appropriate, and shares observations about child's speech perception.			Assists parents in sharing their observations with their audiologist regarding the child's speech perception.
		Checks hearing aids/cochlear implants/personal FM, etc at the start of each session. Troubleshoots hearing aids/cochlear implants/personal FM, etc. and communicates issues/solutions effectively to parents and child's audiologist.			Assists parents to check and troubleshoot hearing aids/cochlear implants/personal FM, daily.			Assists parents to devise a method to keep track of the status of hearing aids, cochlear implants, and personal FM.
		Recognises when a child responds to sound.			Points out to parents evidence that their child has responded or indicated he heard sound.			Coaches parents to expect a child to respond to sound and to recognize responses to sound.

# Audition

Date Targeted	Date Achieved	Audition Year One	Date Targeted	Date Achieved	Audition Year Two	Date Targeted	Date Achieved	Audition Year Three
		Conducts a Ling 6 sound test at the start of each session.			Conducts Ling 6 sound test using tasks appropriate to child's level of auditory function (detection, identification, etc). Interprets responses to the Ling 6 sound test based on child's aided/implanted information and speech acoustics.			Communicates child's responses of Ling 6 sound test to parents and child's audiologist in an effective manner.
		Calls attention to environmental sounds when appropriate and attaches verbal meaning.			Coaches parents to call attention to environmental sounds when appropriate and attach verbal meaning.			Expects the child to call attention to environmental sounds when appropriate and to describe what she hears verbally.
		Targets auditory skills that are appropriate for child's level of functioning.			Moves auditory skill demands, within the session, to higher or lower levels of auditory function based on child's response.			Coaches parents to move auditory skill demands to higher or lower level of auditory function based on child's response.
		Develops auditory targets based on a hierarchical model and typical auditory development.			Promotes a listening attitude to integrate listening into the child's personality through systematic development of auditory skills.			Assists parents to integrate audition into daily interactions to promote auditory neurological development.
		Minimizes the use of visual or tactile cues. Provides input primarily through audition with appropriate acoustic highlighting.			Uses audition first and puts information "back into hearing" if visual or tactile cues are necessary.			Coaches parents to provide input primarily through audition during the course of the day.

# Audition

Date Targeted	Date Achieved	Audition Year One	Date Targeted	Date Achieved	Audition Year Two	Date Targeted	Date Achieved	Audition Year Three
		Provides linguistic input consistently through audition before presenting toys or objects.			Provides linguistic input consistently through audition before presenting toys or objects in a variety of activities, settings and experiences.			Coaches family members to provide linguistic input through audition before confirming what is heard with the use of actions or objects.
		Uses acoustic highlighting appropriately in the session.			Uses acoustic highlighting appropriately, taking into account speech acoustics and the child's aided/implanted responses.			Coaches parents to use acoustic highlighting appropriately to meet their child's auditory needs.
		Assesses child's functional access to the speech spectrum through his hearing technology.			Collaborates with audiologist to perfect the child's access to the speech spectrum through his listening technology.			Coaches and guides the parents about specific information to share with the audiologist to improve their child's access to speech.
		Uses an auditory strategy to get the child's attention. Refrains from touching or tapping the child.			Expands the use of auditory strategies to get child's attention and develops parents' awareness in the use of auditory strategies.			Coaches parents to use auditory strategies to get child's attention in a variety of environments.
		Provides input through language experiences and dialogue with auditory tasks embedded.			Provides listening opportunities in a variety of situations and conditions: listening at a distance; recorded music and speech; whispered input, and speech in noise.			Assists parents in choosing opportunities to develop auditory target in a variety of situations and conditions.

# Audition

Date Targeted	Date Achieved	Audition Year One	Date Targeted	Date Achieved	Audition Year Two	Date Targeted	Date Achieved	Audition Year Three
		Recognises the need to ask the child what he has heard to confirm his reception of the message.			Checks the child's reception of the message and uses a variety of techniques to adjust the message based on the child's response.			Coaches parents to check the child's reception of the message and use a variety of techniques to adjust the message based on the child's response.
		Provides opportunities to use audition in incidental learning situations.			Maximizes audition consistently in incidental learning situations.			Coaches parents to provide opportunities to use audition in incidental learning situations.
		Troubleshoots the acoustic environment and makes changes when necessary.			Coaches parents in troubleshooting and changing the acoustic environment at home.			Coaches parents to advocate for optimal acoustic environments in the child's wider community.
		Targets music and singing goals in therapy activities.			Incorporates music and singing as appropriate during lessons even though it has not been specifically targeted.			Coaches parents in the ways to use music and singing in daily life and its impact on natural speech and language.
		Uses pause time (wait time) appropriately in sessions.			Explains and demonstrates to the parents the need and use of pause time or wait time.			Coaches parents to use pause time or wait time effectively.
		Demonstrates an awareness of speech acoustics and plans auditory targets based on the child's access to the speech spectrum.			Applies speech acoustic information independently while teaching.			Communicates the child's speech acoustic information to parents and coaches them to consider their child's access to sound during interactions.

# Spoken Language and Speech Production

Date Targeted	Date Achieved	Spoken Language/Speech Production Year One	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Two	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Three
		Uses natural voice and speech patterns without exaggerated facial movements and uses only naturally occurring gestures.			Uses changes in prosody to acoustically highlight targets in language and speech.			Coaches parents to use appropriate voice and speech patterns and acoustic highlighting.
		Uses knowledge of speech acoustics and audiological information to select language and speech targets based on typical stages of development.			Adjusts child's targets in a timely manner based on prior performance and progress.			Coaches parents to recognize child's spoken language accomplishments and identify needs in order to adjust targets.
		Sets language targets which encompass the areas of vocabulary & concepts, pragmatics, semantics and syntax.			Integrates language targets into age appropriate activities.			Coaches and guides parents in the need to develop all areas of language in their interactions with their child.
		Speaks to the child using syntax and content appropriate to child's level.			Exposes child to concepts and language structures at higher levels to facilitate language growth.			Coaches parents to use appropriate language structures and concepts in conversation with their child and recognises opportunities for incidental learning.
		Bathes the child in language by talking about the on-going activity.			Plans activities with parents to practice bathing their child in language.			Coaches parents to bathe the child in language in daily home-based routines.

# Spoken Language and Speech Production

Date Targeted	Date Achieved	Spoken Language/Speech Production Year One	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Two	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Three
		Creates language experience stories/books to reinforce and practice language and speech production targets.			Co-creates language experience stories/books with parents and child.			Coaches parents to create language experience books/stories to reinforce and practice language and speech production targets.
		Uses wait time and expectant looks to encourage the child to take turns listening and speaking.			Uses a variety of strategies to encourage the child's participation in dialogue, such as waiting, sabotage, following child's lead, recounting past events or retelling familiar stories, or responding to questions that cue language.			Coaches parents to use a variety of strategies to encourage their child's participation in dialogue.
		Expands and extends the child's language.			Helps parents recognize when there is an opportunity to expand or extend their child's language and models strategies.			Coaches parents to expand and extend their child's language.
		Integrates audition, speech and language goals into each activity.			Expands the use of auditory strategies to get child's attention and develops parents' awareness in the use of auditory strategies.			Coaches parents to integrate audition, speech and language goals into their daily life.
		Targets appropriate speech goals in every activity.			Adjusts speech targets based on child's performance throughout activities.			Coaches parents to target speech goals in their daily interactions with their child.

# Spoken Language and Speech Production

Date Targeted	Date Achieved	Spoken Language/Speech Production Year One	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Two	Date Targeted	Date Achieved	Spoken Language/Speech Production Year Three
		Assesses the child's speech to determine developmental or remedial goals.			Uses auditory-verbal strategies to attain speech targets.			Coaches parents in auditory-verbal strategies to use in the development of speech targets.
		Corrects/accepts the child's speech productions appropriately, based on the child's stage of development and typical developmental hierarchies.			Uses auditory-verbal techniques to improve the child's speech intelligibility.			Coaches parents to develop their child's intelligible speech without interrupting the conversation.
		Facilitates the child's self-monitoring of speech and language through the use of his auditory-feedback system.			Creates experiences with the parents to use auditory-verbal strategies in order to develop their child's auditory feedback system.			Coaches parents to carry over strategies to develop their child's auditory feedback system in their daily life.

# Literacy

Date Targeted	Date Achieved	Literacy Year One	Date Targeted	Date Achieved	Literacy Year Two	Date Targeted	Date Achieved	Literacy Year Three
		Chooses appropriate books for the child's age and stage of development.			Recognises when adaptations to the book need to be made to meet the child's literacy/attention level.			Coaches the parents in choosing books and adapting them to meet their child's literacy/attention level.
		Creates an environment for literacy through the availability of books, audio tapes, Apps, etc.			Plans and assists the family in creating an environment for literacy.			Coaches the family on changing the literacy environment based on the child's development.
		Recognises and develops a child's curiosity in print forms and writing.			Creates parental awareness of the child's interest in print.			Coaches and guides parents on strategies to develop and enhance their child's interest in print.
		Has knowledge of the typical development of letter awareness in young children and recognises stages as they arise in the child's development.			Integrates knowledge of letters and sounds into sessions/lessons and highlights goals to parents.			Points out opportunities for parents to develop letter knowledge with their child in daily activities.
		Develops the child's phonemic awareness by including word play and sound play in lessons.			Models and explains the importance of word and sound play to parents.			Coaches parents in incorporating word and sound play in their interactions with their child.
		Utilises a variety of reading aloud strategies with the family.			Plans and assists family in choosing books and different types of reading aloud strategies to meet the child's literacy level.			Coaches and guides family in changing reading aloud styles as the child develops language skills.

# Literacy

Date Targeted	Date Achieved	Literacy Year One	Date Targeted	Date Achieved	Literacy Year Two	Date Targeted	Date Achieved	Literacy Year Three
		Uses a variety of media to provide opportunities for the child to be the story teller.			Models a variety of methods to aid their child in storytelling.			Coaches the parents to use a variety of strategies to encourage their child to be a story teller.
		Uses books, rhymes and song to enhance vocabulary and language development.			Models and assists the parents in choosing books, rhymes and songs to develop their child's vocabulary and language.			Coaches and guides the parents in using a variety of strategies to develop their child's vocabulary and language while engaged in books, rhymes and songs.

# Parent Coaching

Date Targeted	Date Achieved	Parent Coaching Year One	Date Targeted	Date Achieved	Parent Coaching Year Two	Date Targeted	Date Achieved	Parent Coaching Year Three
		Communicates auditory-verbal principles to parents in an effective manner.			Models auditory-verbal principles and assists parents to integrate these principles into their daily lives.			Assists parents to share auditory-verbal principles, theory and practice with the child's wider community.
		Models auditory-verbal strategies and gives parents a turn.			Identifies auditory-verbal strategies as the parent uses them and coaches the parent in their use.			Coaches parents to make use of opportunities to use auditory-verbal strategies in their on-going communication.
		Recognises diverse family structures and cultures.			Asks for feedback from parents on ways to better meet their family structure or cultural needs.			Aids the parents to plan and create activities that support their family structure and culture.
		Plans to include other family members in sessions (siblings, grandparents, caregivers).			Changes activities as needed to accommodate additional family members who attend sessions.			Invites additional family members and caregivers into the sessions.
		Provides information for parents on how to identify a first language for communication.			Counsels parents about the choice of one or more languages for their child and explains the pros / cons and steps to ensure the desired outcome is obtained.			Guides parents to evaluate their choice of a first language and/or multiple languages as targets for their child.

# Parent Coaching

Date Targeted	Date Achieved	Parent Coaching Year One	Date Targeted	Date Achieved	Parent Coaching Year Two	Date Targeted	Date Achieved	Parent Coaching Year Three
		Includes parents to set goals for their child.			Assists parents to adapt or set new goals for their child.			Assists parents in the evaluation and adaptation of goals.
		Guides parents to identify ideas for carryover of goals at home.			Coaches and guides parents to implement activities for carryover of goals at home.			Facilitates parent self-evaluation of carry-over activities and provides feedback.
		Arranges home visits to observe child in home setting.			Models goals in the home environment and encourages parents to practice.			Encourages parents to reflect on their implementation of goals in the home environment and brainstorm ideas for expansion or revision.
		Occasionally plans sessions to observe the parents and child alone.			Provides timely and constructive feedback to parents while they conduct an activity with their child.			Coaches parents in strategies and techniques while they interact with their child or conduct activities without the therapist.
		Assists parents to identify behaviours that interfere with the child's acquisition of listening and spoken language.			Provides feedback to parents about their child's behaviour and discusses options for behaviour management.			Coaches and guides parents in behaviour management strategies to implement with their child.
		Views the parent as the client as well as the child.			Identifies the individual learning style of the parents and presents new material in a manner that capitalizes on parental strengths.			Functions as a true parent coach (first models and then hands over activities for parents to conduct).

# Parent Coaching

Date Targeted	Date Achieved	Parent Coaching Year One	Date Targeted	Date Achieved	Parent Coaching Year Two	Date Targeted	Date Achieved	Parent Coaching Year Three
		Helps parents develop expectations that promote rate of learning commensurate with typically hearing peers.			Discusses the child's current level of functioning and rate of progress with parents in relation to typically hearing peers and age appropriate speech and language.			Guides parents to assess their child's functional levels in all areas of development.
		Identifies parental needs, including parent involvement issues and makes a plan to address them in future lessons.			Develops a plan in collaboration with the parents to address parental needs especially issues that affect parent involvement .			Guides parents to express their needs including their involvement and other issues.
		States the goal/s for the parents at the beginning of session/activities.			Models and explains the incorporation of goals into situations as they arise, (teachable moments).			Guides parents to incorporate current goals into a variety of situations.

# Assessment/Reporting

Date Targeted	Date Achieved	Assessment/Reporting Year One	Date Targeted	Date Achieved	Assessment/Reporting Year Two	Date Targeted	Date Achieved	Assessment/Reporting Year Three
		Administers, scores and interprets standardized speech and language assessments on an annual basis using tests developed and normed on children with typical hearing. Uses data from standardized assessments to develop goals.			Identifies areas that require further assessment due to lack of progress or additional conditions and conducts assessment or arranges for other professionals to administer assessments. Integrates new information into goals.			Explains standardized assessment results, compared with functional assessment levels and coaches parents to propose new goals and advocate for their child's needs.
		Utilizes tools to track, assess and record a child's functional abilities in audition, language, speech and cognition. Identifies areas of child's development that need further investigation or more in depth functional assessment.			Shares information on child's functional abilities with parents and other members of the team through team meetings and progress reports.			Assists parents to track their child's functional abilities and advocates for new goals as needed.
		Develops a plan to follow for rate of progress of the typical child with hearing loss.			Recognizes when the expected rate of progress has not been achieved and recommends the team consider additional methods for the child.			Incorporates auditory-verbal techniques and strategies as much as possible when working with children with additional needs or extremely slow progress.

# Assessment/Reporting

Date Targeted	Date Achieved	Assessment/Reporting Year One	Date Targeted	Date Achieved	Assessment/Reporting Year Two	Date Targeted	Date Achieved	Assessment/Reporting Year Three
		Writes interim progress reports and annual assessment reports based on formal and functional assessments.			Interprets formal and informal assessment data in reports as they relate specifically to auditory-verbal practice and outcomes.			Writes recommendations with an auditory-verbal perspective when writing reports after formal and functional assessments and reviews them with parents.
		Writes notes and thinks critically about the child's performance for each goal on the lesson plan. Develops or refines goals for the next lesson to further the child's development.			Notes child's performance in relation to targets on lesson plan and adjusts goals within the activity.			Assists parents to take notes on their child's performance at home and share with the therapist.

# Inclusion

Date Targeted	Date Achieved	Inclusion Year One	Date Targeted	Date Achieved	Inclusion Year Two	Date Targeted	Date Achieved	Inclusion Year Three
		Understands factors affecting the acoustic environment in the educational setting.			Assesses the acoustic environment in the child's educational setting.			Coaches parents/teachers in assessing and troubleshooting the acoustic environment in the child's educational setting.
		Understands the rationale for FM/assistive technology.			Coaches parents/teachers to understand the rationale for FM/assistive technology.			Supports parents/teachers in using the FM/assistive technology in the educational setting.
		Understands available settings for FM/assistive technology.			Assesses the child's educational setting and identifies optimal FM/assistive technology settings.			Coaches parents/teachers in using appropriate FM/assistive technology settings.
		Troubleshoots FM technology.			Assists parents/teachers in troubleshooting FM technology.			Coaches parents/teachers to become independent in troubleshooting FM technology.
		Understands the demands and prerequisite skills necessary for the child to participate in continuum of educational programs.			Assesses compatibility of potential educational placements with the child's ability.			Coaches parents in selecting educational placements compatible with child's ability.
		Understands a continuum of educational placements available for children with hearing loss.			Educates parents on a continuum of educational placements and assists parents in identifying local options.			Coaches parents in choosing an appropriate placement for their child.

# Inclusion

Date Targeted	Date Achieved	Inclusion Year One	Date Targeted	Date Achieved	Inclusion Year Two	Date Targeted	Date Achieved	Inclusion Year Three
		Understands rationale and promotes inclusion of child in programmes with typically hearing peers beginning in the early intervention years.			Educates parents on the rationale behind including their child in programmes with typically hearing peers.			Coaches parents in selecting inclusive programme opportunities.
		Understands the importance of regularly scheduled contact with educational personnel.			Assists the parents in calling regularly scheduled team meetings within the educational placement.			Coaches parents in independently scheduling team meetings.
		Identifies critical information to share with child's educational providers.			Assists parents in identifying and sharing critical information with educational personnel.			Coaches the parents to become independent in sharing critical information with the child's educational personnel.
		Understands communication breakdown and repair strategies in the educational setting.			Assesses the child's communication breakdowns and identifies repair strategies to be used in his educational setting.			Coaches parents and school personnel to recognize communication breakdowns and identify appropriate repair strategies.
		Understands the impact of hearing loss on classroom participation.			Educates parents and school personnel regarding the impact of the child's hearing loss on classroom participation.			Coaches parents/teachers in identifying ways the child's hearing loss impacts participation in educational setting.

# Inclusion

Date Targeted	Date Achieved	Inclusion Year One	Date Targeted	Date Achieved	Inclusion Year Two	Date Targeted	Date Achieved	Inclusion Year Three
		Identifies opportunities for interactions with typically hearing peers outside the educational setting.			Assists parents in identifying opportunities for interactions with typically hearing peers outside the educational setting.			Coaches parents in choosing appropriate inclusion opportunities for their child.
		Understands the rationale of incorporating educational content into individual therapy.			Assists parents in incorporating educational content and therapy goals into daily life.			Coaches parents in incorporating educational content and therapy goals into daily life.
		Identifies members to be included in the child's educational support team.			Assists the parents in collaborating with the support team in a child's educational setting.			Coaches the parents in working independently with the support team in a child's school.
		Understands school/programme, regulations and procedures for admission, including Individual Education Plans and Individual Family Service Plans.			Assists parents in dealing with school/programme regulations and procedures for admission, including Individual Education Plans and Individual Family Service Plans.			Coaches parents to be independent in dealing with school/program regulations and procedures for admission, including Individual Education Plans and Individual Family Service Plans.
		Understands the social, academic and communication expectations in educational settings.			Assesses the social, academic and communication expectations in the child's educational setting.			Coaches parents/teachers to assess the social, academic and communication expectations in the educational setting.

# Professional Qualities

Date Targeted	Date Achieved	Professional Qualities Year One	Date Targeted	Date Achieved	Professional Qualities Year Two	Date Targeted	Date Achieved	Professional Qualities Year Three
		Follows all Auditory-Verbal Principles in daily practice.			Models and shares Auditory-Verbal Principles with colleagues.			Explains the Auditory-Verbal Principles and rationale to members of the community and explains and advocates for auditory-verbal options for children.
		Establishes positive working relationships with parents and colleagues.			Develops working relationships with all members of the team surrounding children on caseload.			Creates a relationship of mutual respect within the team and wider community when dealing with difficult people.
		Reads research supporting Auditory-Verbal Principles and techniques.			Keeps up-to-date with research in auditory-verbal theory and practice.			Points out and explains research in auditory-verbal theory and practice to parents and professionals.
		Begins to self-evaluate strengths and weaknesses in delivery of auditory-verbal strategies and practice.			Recognizes, through self-evaluation, the need to improve skill level in auditory-verbal strategies in order to improve outcomes for children.			Corrects or improves auditory-verbal practice and techniques based on targeted goals and continually self-evaluates to improve.
		Identifies auditory-verbal strategies and techniques when observing other certified LSLs.			Accepts suggestions to improve auditory-verbal practice and thinks critically about own skills.			Observes own practice and participates in self-reflection on a regular basis.

# Professional Qualities

Date Targeted	Date Achieved	Professional Qualities Year One	Date Targeted	Date Achieved	Professional Qualities Year Two	Date Targeted	Date Achieved	Professional Qualities Year Three
		Creates workable format to keep session notes which include: child's performance; behaviour; factors affecting child's performance and auditory status, etc.			Revises and adjusts format for session notes as needed.			Encourages parents to take own session notes.
		Accepts feedback as part of the mentoring process in order to improve skills.			Targets skills or strategies for improvement based on mentor's feedback.			Requests feedback as part of continuous improvement.
		Identifies opportunities to provide feedback to parents and discuss with mentor appropriate coaching strategies.			Considers parents' feelings and point of view when providing feedback.			Adjusts and adapts feedback and coaching with parents to address their changing needs.
		Provides time in each session to listen as parents share information, concerns or ask questions.			Displays the skills of active listening to support parents as they share their thoughts, concerns or ask questions.			Listens and responds to parents' thoughts with open-ended questions.

# About the Authors



**Cheryl L. Dickson**, M.Ed., LSLS Cert. AVT mentors professionals throughout the world and has established training programmes in clinics in Australia, Indonesia, New Zealand and the Philippines. She served as the president of the A. G. Bell Academy for Listening and Spoken Language from 2010-2012 and served as co-chair of the Certification Committee for four years. She was the founder and past director of the CLASP Auditory-Verbal Centre in Manila, Philippines. She authored the Cochlear Ltd. Publications *Sound Foundation for Babies* and co-authored *Track a Listening Child*.



**Helen M. Morrison**, Ph.D., CCC-A, LSLS Cert. AVT mentors professionals working toward LSLS certification. She was a past Director at Sunshine Cottage School for Deaf Children in San Antonio, Texas and retired from Texas Christian University in Fort Worth, Texas as an Associate Professor. She has published research in the areas of speech development in children with hearing loss, auditory-verbal practice, and auditory-verbal mentoring. She is a past member of the Certification Committee for the A. G. Bell Academy for Listening and Spoken Language.



**Mary Boucher Jones**, M.A., CCC-SLP, LSLS Cert. AVT has been an auditory-verbal therapist since training with Doreen Pollack and Nancy Caleffe-Schenck in Colorado in the early 1980's. She is the president of Listen and Learn Auditory-Verbal Communication Center, Inc. in Indianapolis, Indiana. She maintains an active auditory-verbal practice serving infants and their families as well as adults. She provides consultation to schools and mentors professionals working toward LSLS certification. She has published numerous articles on auditory-verbal practice and is a sought-after speaker for conferences, seminars and workshops. She is a past member of the Certification Committees for both Auditory-Verbal International and the A. G. Bell Academy for Listening and Spoken Language.

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N530489-503492 ISS1 SEP14