

### EXAMPLE FUNCTIONAL OUTCOMES AND STRATEGIES FOR CHILDREN WITH HEARING LOSS AND THEIR FAMILIES

<b>Examples of Early Functional Outcomes</b>	<b>Sample Strategies</b> (e.g., for parent choosing to sign and speak with their 4-6 month old son)
Family will learn about effect of Tim's hearing loss on listening during home activities.	<ul style="list-style-type: none"> <li>a. Do the Early Listening Function (ELF) listening activities at different distances in the home</li> <li>b. Parent wears earplugs/listens to simulations of hearing loss</li> <li>c. Parent will become aware of the affect of background noise on Tim's ability to tune in to voices and important sounds</li> </ul>
Family will learn about different ways they can communicate with Tim.	<ul style="list-style-type: none"> <li>a. Parents will read written materials and will be able to describe what is meant by communication features and options</li> <li>b. Parents will view videos of different communication options that they are interested in learning about</li> <li>c. Parents will select communication features to learn and will complete the Communication Plan</li> </ul>
Parents will put on the hearing aids as part of the Tim's wake-up routine.	<ul style="list-style-type: none"> <li>a. Parent performs a listening check of the hearing aids before they are put on Tim.</li> <li>b. Parent uses gestures such as touching their ear to cue Tim when a sound is heard</li> <li>c. Parent imitate Tim's vocal sounds and will pause to let Tim take a turn to respond when the hearing aids are on</li> </ul>
Tim will become more aware of sounds during playtime.	<ul style="list-style-type: none"> <li>a. Tim will use hearing aids all waking hours</li> <li>b. Parents will draw Tim's attention to sounds, take him to sounds</li> <li>c. Parents will reinforce Tim's responses to sounds, by repeating them and taking turns playing with vocal and environmental sounds</li> <li>d. Parents sing, use rhymes, encourage rhythmic movements</li> </ul>
Tim and parents will interact effectively during diaper changing.	<ul style="list-style-type: none"> <li>a. Parents will identify key words/concepts used during diaper routine and will be instructed on the signs and their use</li> <li>b. Parent will recognize Tim's signals (pre-sign communication)</li> <li>c. Parent will stay close to Tim when communicating and will make eye contact</li> <li>d. Parent will follow Tim's gaze and talk/sign while looking at something together, always providing auditory input by itself first and adding more visual or sign as needed (auditory sandwich)</li> <li>e. Parent will name Tim's communication attempts to give him the meaning in words/signs (needs, wants, emotions, information)</li> </ul>
Tim will request food (speech or sign)	<ul style="list-style-type: none"> <li>a. Parents will identify key words/concepts used to talk about food and eating and will be instructed on the signs and their use</li> <li>b. Parent will make communication visually interesting (facial expressions, when holding objects, when drawing attention)</li> <li>c. Parent will reinforce Tim's gestures by responding enthusiastically with speech and sign</li> <li>d. Parent will respond to Tim's request for food or drink using words and reinforcing with gestures/signs as needed (auditory sandwich concept)</li> <li>e. Parents will model use of speech and sign with older siblings and one another during meal times</li> </ul>