



Facebook Live 'Ask Me Anything' with Dr. Rachel Glade

Practical Tips on How to Partner With Professionals on Your Hearing Journey.

Teresa Caraway: Hi, there. I'm Dr. Teresa Caraway, CEO of Hearing First, and welcome to our Facebook Live Ask Me Anything. We're broadcasting today from Boston, Massachusetts where we happen to be here in town attending the American Speech and Hearing Association Convention with about 18,000 of our closest friends who happen to be speech pathologists and audiologists. So, we're glad you're joining us. And a little bit about Hearing First:

Teresa Caraway: At Hearing First, we believe that every family needs to know the status of their baby's hearing first because all child development hinges upon that. And we have a mission to create awareness that a baby, that is born deaf today, can learn to listen and talk, awareness of the importance of following up on newborn hearing screening quickly and urgently. We provide education and education opportunities for both parents and for professionals. And then, we provide two online communities, one for families of a Family-to-Family Support Community, and then a Professional Learning Community for professionals to up-level their skills and knowledge and practice to improve outcomes for kids.

Teresa Caraway: So, we're glad you're joining us and I'm really, especially excited because joining me is Dr. Rachel Glade. And Rachel is a Clinic Assistant Professor in Communication Disorders at the University of Arkansas. And so, tell us a little bit about yourself.

Rachel Glade: Yeah, well, first, thank you for asking me to be here and it's an honor to speak with you and your families. So, currently, I teach undergraduate and graduate level courses at the University of Arkansas and I also work with children and adults with hearing loss. The youngest on my caseload right now is about three months and the oldest is 85.

Teresa Caraway: Wow. Quite a range.

Rachel Glade: Got the range. Yeah.

Teresa Caraway: But you have a heart and love for families who are on the hearing journey with their children.

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- Rachel Glade: Absolutely.
- Teresa Caraway: And I know you've been working closely with families for a very long time.
- Rachel Glade: Yes.
- Teresa Caraway: So, today, we're going to be discussing practical tips on how to partner with professionals on your hearing journey. And you're invited to submit your questions by posting in the comment section below, and we look forward to answering your questions this evening.
- Teresa Caraway: So, you recently authored a paper, and it's an article titled "Incorporating Informational Counseling in the Treatment for Individuals with Hearing Loss in their Families." And that's a long title.
- Rachel Glade: Yeah.
- Teresa Caraway: But what the article does, it does a terrific job of informing professionals of the types of information that they need to be providing parents who are on the hearing journey with their children.
- Rachel Glade: Absolutely.
- Teresa Caraway: Yeah, but what I'd like for us to do is kinda take a twist of it and have you talk to our families about what is it that they should be expecting and should be asking for in that counseling journey as they begin teaching their child to listen and talk?
- Rachel Glade: Sure.
- Teresa Caraway: Yeah, so, I think a good first place to begin is, what is informational counseling?
- Rachel Glade: Yeah, so, informational counseling is really an umbrella term. It's a term that covers what information does a family need to know about hearing loss? You know, not just the terminology about hearing technology, but things like, how do I read an audiogram and what is developmentally appropriate for my child? So, the whole purpose of informational counseling is so that parents can be partners throughout this process, and they can be not just

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participating on the sidelines, but collaborating and form a partnership.

Teresa Caraway: And that is so important because, as parents, you know your child best, and at the same time, when you start this listening journey, you're thrown into this whole world that they didn't expect to be thrown into, and there's all this terminology and all these things to learn, and it can be very overwhelming.

Rachel Glade: Absolutely.

Teresa Caraway: But professionals are there to guide and support them, and to help them understand more about the things that they need to be equipped with and empowered with.

Rachel Glade: Absolutely.

Teresa Caraway: Yeah. So, in the article, I love the way that you simplified the information and the discussion topics. And you and your colleagues came up with this concept of PATH. And so, can you ... P-A-T-H. So can you talk a little bit about that and what does each letter stand for?

Rachel Glade: Yeah. So, first of all, when we were envisioning this manuscript, we really wanted it to be a quick reference and resource for professionals and for parents. Also, it starts with the early intervention age, but goes all the way through the transition from high school to college or high school to work.

Rachel Glade: Today, we're focusing on early intervention and early childhood. But anyway, so the PATH stands for, the "P" stand for Prepare. "A" is Achieve. "T" is Team up. And "H" is Help.

Teresa Caraway: All right. So, let's break those down just a little bit. So when you say, "P" is for Prepare", what does that mean?

Rachel Glade: Yeah. Well, for the early intervention age, you know, we're talking about that birth to three range, we're really recommending that professionals help prepare families for the journey as a whole. Not just give technology and go, or give technology and make sure they're signed up for intervention, but also think about what supports are in place, you know? Make sure that ... Is there a concern ... If there's a concern for food insecurity, or job, or

housing, make sure that the appropriate referrals are made so that the family is well taken care of as well.

Teresa Caraway: Yeah. And so, if a family is having struggles in an area or are feeling like they need some support, they need to discuss that with a professional and let them know that, that's an area of need.

Rachel Glade: Absolutely.

Teresa Caraway: Yeah. And you know, children are children first who just happen to have a hearing loss, and so, taking in account that entire area of all of child development, and then children don't live by themselves. They come in family units. And there's real-life things that have to be taken care of in families.

Rachel Glade: Yeah, and we know that if a family is well taken care of, that helps improve the outcomes for the child as well.

Teresa Caraway: Yeah. So, I think the message that I hear you saying for professionals is that we also need to be aware of the resources and the referrals that are possible in our communities to support families as a whole in that expanded role as a family.

Rachel Glade: Yes.

Teresa Caraway: Yeah. All right, so we said the "P", Prepare. What about the "A", Achieve, what does that mean?

Rachel Glade: Yeah. So, for the early intervention group, we're really talking about achieving access to communication. We know that hearing is about the brain, right? And we need children to get access to communication as quickly as possible, whether it's the parent's choice for sign language, or listening and spoken language. Communication access needs to be established as quickly as possible.

Teresa Caraway: Absolutely. And I think parents need to feel that they are ready and equipped because the language of the home is the language of the heart, and providing rich language experiences is important. And 95% of babies that are born deaf are born to two hearing parents. So, the terrific news is they're equipped to be their child's first and most important teacher.

Teresa Caraway: But we have to act urgently and quickly, don't we?

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- Rachel Glade: Yes.
- Teresa Caraway: Yeah. All right, so “P” was Prepare. “A” was Achieve. And now, we have “T”, Team up. So, what does that mean?
- Rachel Glade: Yeah. Again, for the early intervention crew, it's critical that families team up with other families that have had this similar experience, they need a good support network. And luckily, there's great organizations like Hearing First that have professional communities for families, or communities for families where they can connect. Also, there are other organizations, Hands and Voices, AG Bell. You have state chapters. And I think it's important for families to know, if you're not quite ready to meet face-to-face, these online communities are really great options.
- Teresa Caraway: Absolutely. And so, there's many options in terms of the Hearing First, Family-to-Family Support Community, as well as connecting in online spaces and social platforms, such as Facebook or Twitter or Instagram, and those places where parents are exchanging ideas and supporting one another.
- Rachel Glade: Absolutely.
- Teresa Caraway: Yeah. Okay. So, “P” was Prepare. “A” was Achieve. “T” was Team up. And now we have “H”, for Help. Tell us about that.
- Rachel Glade: So, when a child is first diagnosed with hearing loss, we know that, that can just initiate a wide range of emotions for a family. So, the “H” for early intervention really means help get the families connected with appropriate support, if needed, for that emotional journey of hearing loss.
- Teresa Caraway: Yeah. So, like we said, it comes to most families out of the blue.
- Rachel Glade: Yes.
- Teresa Caraway: And it can be very overwhelming initially, and so, providing that support and empowering parents is quite critical.
- Rachel Glade: Yes.
- Teresa Caraway: Yeah. And bottom line is, they don't have to go it alone, do they?

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- Rachel Glade: That's true. Yes.
- Teresa Caraway: Yeah, yeah. Alright, so we have question here from Madison, and that is, "If children are not diagnosed as quickly as you would hope, how can that affect their ultimate speech and communication results?" Now, when I read that question, I remember the good old days, before we had newborn hearing screening and we didn't identify children until they were two years of age or three years of age, and they still ended up being terrific listeners and talkers. Can you talk a little bit about that?
- Rachel Glade: Yeah. Absolutely. So, yes, we know that birth to three is really critical, however, we're absolutely not saying that a child that's later identified can't make excellent progress and be a great listener. What that means is, you're probably gonna have to put in some extra work and extra time, but it's doable and we have lots of children, all over the world, that were identified late that are great listeners.
- Teresa Caraway: Absolutely. And so, that's when working with a team closely. You wanna make sure that we have aggressive audiological management, making sure that that child has access to all the sounds of speech through their ears, and then looking at what is that gap that we're trying to close between their language age and their chronological age? And what's that intensity that a partnership we need to work on together?
- Rachel Glade: Yeah.
- Teresa Caraway: But it is possible. Yeah.
- Rachel Glade: Great question, Madison. Thank you.
- Teresa Caraway: Yeah. Thank you. So, we know that many families have some basic needs, like transportation to audiology appointments, and just different things. What advice do you have for those families as they're trying to juggle all of that?
- Rachel Glade: Yeah. My advice would be, don't be afraid to ask questions. Professionals are here to help. And we may know of resources that maybe you don't know of. Sometimes families might be hesitant to ask in the beginning, but again, we're all on the same team, and that is to help get this child to be the most successful

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listening child that they can be. And so, yes. Don't be afraid to ask questions.

Teresa Caraway: Yeah. I think that's a common thing that we try to make sure that we keep saying, is that, there is no such thing as a dumb question or a stupid question or too small of a question. Every question that a parent has is critical and important. Yeah. So, you've also applied PATH to the preschool child, because when a child transitions from early intervention to preschool, it can be a scary time. So, quickly, what do those letters mean as a child transitions?

Rachel Glade: Sure. So, the "P" really talks about preparing the educational environment. This means that we need to think about things like classroom acoustics. We need to think about, should we get an educational audiologist involved to help us determine how the child can best get access to sound? The "A", the Achieve, means really achieving educational success by teaming up with other professionals, be it the classroom teacher or maybe a paraprofessional that might be in the room.

Rachel Glade: Also, team up with your interprofessional network. Make sure that your teacher is connected with your audiologist or your speech language pathologist, or listening and spoken language therapists. And then, "H", really, that's the key because oftentimes, when we switch to preschool age, that's when we switch over from that individualized family service plan to an individualized education plan, and sometimes parents can get lost in the shuffle, where it seems like all you're doing is signing the paperwork.

Rachel Glade: And so, "H" is we want professionals to continue to hold parent input in high regard. They still need to be very active participants in the process.

Teresa Caraway: Absolutely. The whole time, right?

Rachel Glade: Yes.

Teresa Caraway: And so, you mentioned that as the child transitions, that multidisciplinary team may expand, and there may be more members that add, and more professionals that a family then receives support from. But can you share with families, what is a multidisciplinary team? And who might be on that?

- Rachel Glade: Yeah. So, a multidisciplinary team, that just means there's professionals from a variety of areas. And when they're little, that might be the ENT physician, your audiologist, your speech language pathologist or listening and spoken language therapist. As they get older, that may mean something like maybe it's an itinerant teacher, or a teacher of the deaf, or a paraprofessional, like I said.
- Rachel Glade: It's anyone that can help your child to have the best educational success.
- Teresa Caraway: Yeah. And so, the more people that get involved, it's really important that everyone's talking to one another.
- Rachel Glade: Yes.
- Teresa Caraway: And what recommendations or suggestions do you have for families of how can we all stay communicating with one another?
- Rachel Glade: Yeah. So, now, we have lots of options, whether it be a notebook that can be dropped into the child's backpack or lots of apps, like Seesaw or Our People, or Teamup, lots of different apps that can be used.
- Rachel Glade: Professionals have to make sure that paperwork is signed for confidentiality, but there are lots of options be it low-tech or hi-tech.
- Teresa Caraway: So, that would be something to discuss with your early interventionist, of what might be the best tool to be able to be a communication tool to share all the important pieces of information.
- Teresa Caraway: So, thank you Dr. Glade for being here this evening, and it's been terrific talking with you. I feel like we could go on forever.
- Rachel Glade: No question.
- Teresa Caraway: But if you'd like to learn more about Dr. Glade's work, about her article "Incorporating Informational Counseling in the Treatment for Individuals with Hearing Loss and their Families."
- Teresa Caraway: You can go to ASHA perspectives and you can also find the link in the comment section below. And if you'd like to continue the

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discussion with other families who are on the listening and spoken language journey, come on and join the Hearing First Family-to-Family Support Community. We'd love to see you in there and be able to engage and interact with other families.

Teresa Caraway: And, if you're a professional, come join Rachel and I in the Professional Learning Community, where we all are learning and growing together to up-level our practice so that we can improve outcomes for children.

Teresa Caraway: And, if you'd like to stay up-to-date on the latest listening and spoken language information and resources, please subscribe to our newsletter. We'd love to connect with you in that way as well.

Teresa Caraway: But thanks for being here with us today, and we hope to see you in our online spaces.