

LSLS South

Africa

**Listening and Spoken Language
Skills
South Africa**

Professional Training

INTRODUCTORY GUIDEBOOK

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**Listening and Spoken Language Skills
South Africa
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Preamble

Current research, advances in hearing technology and professional education and training continue to drive clinical practices so that an increasing number of babies and infants who are deaf or hard of hearing, can learn to listen, process spoken language and communicate effectively using intelligible spoken language.

The main objective of all presentations in Listening for Life© is to provide information and analytical guidance to professionals about the development of spoken language acquired primarily through listening in babies and infants who are deaf or hard of hearing.

The training over a one year period will cover a variety of topics related to the application of listening and spoken language interventions (primarily auditory-verbal practice) and practice, current cochlear implant and acoustic technologies, and models for successful treatment planning, delivery and evaluation. The training will also consider application of this approach in the South African context.

The topics will focus on the nine domains outlined by the AG Bell Academy for Listening and Spoken Language.(www.agbellacademy.org)

General Objectives

- Demonstrate an understanding of the principles of comprehensive auditory-verbal therapy and practice.
- Learn and be able to demonstrate techniques, strategies and procedures for helping babies, infants and young children who are hearing-impaired to achieve maximum use of their auditory potential for developing the foundations of spoken conversation.
- Demonstrate the ability to analyse a broad range of auditory-verbal activities in order to develop therapy targets in audition, speech, language, cognition, and communication.
- Develop and demonstrate skills in auditory-verbal treatment planning (goals, session targets, therapy, carry-over and future planning.)
- Learn the foundations of listening and spoken language interventions in relation to Auditory-Verbal Practice
- Understand paediatric aural (re)habilitation from the perspective of the Auditory-Verbal Approach
- Analyse both general and specific case studies involving children who are deaf or hard-of-hearing in the therapy process
- Plan appropriate treatment goals and session targets in audition, speech, language, cognition and communication development.
- Engage in team dialogue to problem solve and evaluate professional performance when working with children who are deaf or hard-of-hearing, their families and teachers.
- Become knowledgeable about the required readings and materials.

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- Participate in on-going professional development in auditory-verbal studies and practice.

Criteria for Interns

- Career professional in the field of speech-language pathology, audiology and/or the education of the deaf and hard-of-hearing.
- Currently working with children who are deaf and/or hard-of-hearing (Preference to those who work with babies, toddlers and pre-school children.)
- Commitment to an intensive one-year training program with time to do the required work
- Commitment to attend contact sessions throughout the training course (to be discussed at the interview)
- Willingness to purchase core textbooks and course materials
- Ability to work as a team member
- Good time management skills
- Enthusiasm and passion for helping children who are deaf or hard-of-hearing to learn to listen and talk
- Clinical experience and diagnostic skills
- Ability to provide feedback in a compassionate, honest manner
- Ability to guide, counsel and support parents as the primary models for listening and language development

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- Positive attitude
- Sense of humour
- Have a minimum of one family with a child under the age of 4 years who will commit to weekly therapy following an auditory-verbal approach
- Be prepared to do and carry out assignments as presented
- Videotape the training sessions to be used for counseling and teaching by the trainer (access to technology to film and edit essential)

Required Texts

1. Cole, E. & Flexer, C., (2007), *Children with Hearing Loss: Developing Listening and Talking: Birth to Six*: Plural Publishing, San Diego, CA.
2. Estabrooks, W. (Ed.), (2006), *Auditory-Verbal Therapy and Practice*: A. G. Bell, Washington, DC

Other course materials and hand-outs will be required during the training.

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Listening and Spoken Language Skills South Africa Professional Training

Application Guidelines

To All Applicants

When applying for the Listening and Spoken Language Skills South Africa Training Programme, please follow these simple guidelines:

- Read all of the requirements carefully and request clarification in advance by contacting Dani Schlesinger at lslsouthafrica@gmail.com
- Make sure you have included **ALL** appropriate documentation
- Send your application package by email to lslsouthafrica@gmail.com by 31 October 2011
- Be required to attend an selection interview at the regional training centre in your area

Application Form

NAME:

ADDRESS:

HOME NO:

BUSINESS NO:

E-MAIL ADDRESS:

QUALIFICATIONS (university degrees, undergraduate and graduate, other):

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LETTER OF APPLICATION - Please attach (outlining your interests in applying for the training and your commitment to working in the field)

CURRICULUM VITAE WITH REFERENCES - Please attach a current curriculum vitae complete with three references (one professional reference from former supervisors and two from parents with whom you have worked)

HOW DO YOU ENVISAGE THAT YOU WILL APPLY THE KNOWLEDGE AND SKILLS THAT YOU HAVE ACQUIRED ONCE YOU HAVE COMPLETED THE LISTENING AND SPOKEN LANGUAGE SKILLS TRAINING?

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SIGNATURE:

DATE:
