

# Parent- Professional Partnership in Auditory Verbal Therapy

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- **In the Auditory Verbal Approach, the parent is considered the client**
  - They know their child best
  - They are the one constant in the child's life
  - How we educate, nurture, guide and support parents
  - will significantly influence the development of the child

- **When parents choose the AV approach for their child:**
  - they are choosing an approach that requires them to assume responsibility for their child's progress
  - They become their child's case manager
  - They learn about audiograms, amplification, speech and language development
  - They become their child's strongest advocate

# Why Parents Must Participate in Therapy

- Parents practice AV techniques and learn to reinforce targets
- They obtain the counselling, guidance and educational support to enable them to become actively involved in their child's learning, thus enabling a greater sense of confidence and control
- Parents collaborate with the therapist in adapting play activities to their child's interest and abilities
- They interpret the meaning of their child's communicative attempts
- They serve as a communication partner in teaching a variety of linguistic features, such as answering questions

# Why Parents Must Participate in Therapy

- They gain insight into the forthcoming stages of their child's development
- When parents learn how to integrate AV techniques into everyday meaningful activities and experiences, their children have the best opportunity to achieve good listening and language outcomes

The principles of Auditory-Verbal Practice require the therapist to coach and guide families to educate them on their journey to becoming efficient facilitators, supporters and champions for their child. This is essential to best practices. In this process, parents will learn to rely more on themselves. In fact, practitioners need to be looking to “put themselves out of a job.”

# How to Make Parents Participate More in Therapy

- Explain the goal, perform and model the activity and then pass it on to the parent so they get to practice implementing the activity and also hone their skills in using AV techniques and strategies
- Make sure that their copy of the therapy plan is always next to them (not kept in their bag) and encourage them to write notes. If you must, give them a pen and say, “Mommy, can you please note down \_\_\_\_\_. This seems to be a new word for your child and you need to teach this more at home”
- When giving feedback at the end of the session, let them summarize the child’s performance in their own words

# Participant or Partner?

It's easy to think that once you have the parent through the door of your therapy room, you have instantly transformed your session into "Auditory Verbal Therapy." But maybe you're even better than that. Not only is the parent sitting in the room, but he even takes a turn at Candy Land and plays the game with you and the child. Are we doing AVT yet? Not quite...



# Parents as

## Participant

- A parent who conducts the Ling Six Sound Check at the beginning of the session is a *participant*
- A parent who takes a turn at a game is a *participant*.
- A therapist who gives the parent a puppet to play along in the game is creating a *participant*.

## Partner

- A parent who shares with the therapist what she's noticed about the child's responses over the course of the week is a *partner*.
- A parent who listens to his child's response and can model a correction is a *partner*.
- A therapist who asks the parent what she thinks will help her child improve a new skill is creating a *partner*.

# How to Stimulate Questions from Parents During the Session and How to Encourage Maximum Carry-Over at Home

- Write written targets both for the parents and the therapist
  - Example:
  - The parent will ask two questions about why specific activities are done
  - The therapist will ask two leading questions to promote effective carryover of session targets: *“How do you think you can help Mitchy use the present progressive at home?”* or *“How might you help Miggy learn the concept of all gone?”*

**“Tell me and I will forget  
Show me and I may remember  
Involve me and I will understand!”  
--Unknown**

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