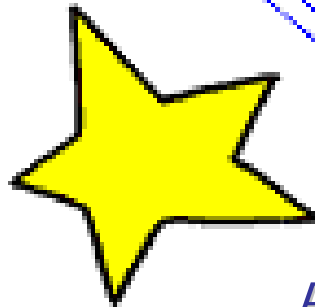
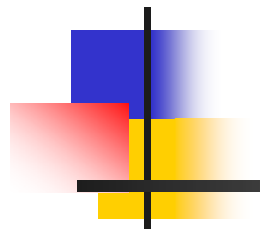


Set your Goals



Shoot for the Stars

Presented by

*Jan Tuohy
&
Jackie Brown*



The Principles of A-V Practice

The Principles of Auditory-Verbal Practice (adapted from the principles developed by Doreen Pollack, 1970) state:

" The Auditory-Verbal Therapist should Administer ongoing formal and informal diagnostic assessments to develop individualized Auditory-Verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and the family. "



IEP GOAL Writer and St Gabriel's Curriculum

Two professional resources designed to be used concurrently to:

- plan individual programs
- set stage-appropriate goals
- monitor the child's progress
- objectively measure the child's development compared with hearing peers
- report on the child's progress



SECOND EDITION

St. Gabriel's Curriculum

(Second Edition 2005)

for the development of

Audition	Early Communication
Language	Social Interaction
Speech	Fine Motor Skills
Cognition	Gross Motor Skills

*A guide for professionals working with
children who are hearing impaired*

(birth to six years)

(for use in conjunction with IEP GOAL Writer)

*Compiled by Jan Tuohy, Jackie Brown,
Charmaine Mercer-Moseley & Leonie Walsh*



The Eight Areas of the Curriculum

- Audition
- Language
- Early Communication
- Speech
- Cognition
- Social Interaction
- Fine Motor Skills
- Gross Motor Skills



Audition

A hierarchical order for developing listening:

- Ling Sound Test
- Auditory Awareness
- Auditory Memory

(Auditory Memory is developed concurrently with Auditory Awareness)



Language

A developmental sequence for the structure of English Language:

- Receptive and Expressive Language
(Birth to 6 years)
- Grammatical Structures
(2 years to 6 years)



Early Communication

A developmental order for the acquisition of early skills in communicative competence and pragmatics:

- Pre-requisite Skills
- Pragmatic Skills
 - Pre-Verbal
 - Single Words
 - Phrases



Speech

This section outlines:

- Early speech development
 - birth to 15 months
 - reflexive sounds to jargon
- Auditory feedback
- Phonetic development (*Birth to 7 years*)
- Phonological development (*13 mths to 8 yrs*)



Cognition

A hierarchical order for the development of cognitive skills and concepts:

- Development of cognitive skills
(6 months to 6 years)
- Concept development *(6 months to 6 years)*
- Critical thinking skills



Social Interaction

A hierarchical order for the development of social skills in children from birth to six years of age

It provides a means of monitoring the child's responsiveness to his/her social environment



Fine Motor Skills

A hierarchical order for the development of fine motor skills, including:

- eye-hand coordination
- grasping
- reaching
- manipulation of objects and materials



Gross Motor Skills

A hierarchical order for the development of gross motor skills, including:

- large muscle coordination and strength
- postural reactions
- balance
- mobility



St Gabriel's
Auditory-Verbal
Early Intervention Centre



Hear and Say Centre



IEP GOAL Writer

**DESIGNED FOR PROFESSIONALS WORKING WITH
CHILDREN WHO HAVE A HEARING IMPAIRMENT**

(for use in conjunction with St. Gabriel's Curriculum 2005)



A SOFTWARE PROGRAM FOR CREATING INDIVIDUAL EDUCATION PLANS

Written by Jackie Brown, Jan Tuohy and Leonie Walsh

www.stgabriels.nsw.edu.au

www.hearandsaycentre.com.au



IEP GOAL Writer

- A new software program designed for writing Individual Education Plans/goals for children who have a hearing impairment (birth to six years)
- **IEP GOAL Writer** is for use in conjunction with the Second Edition of *St Gabriel's Curriculum*



IEP GOAL Writer

- **IEP GOAL Writer** is easy to use, quick and efficient and produces a professional document
- This software program allows you to view and select appropriate goals which are then formatted to provide you with an **I**ndividual **E**ducation **P**lan, tailored to the needs of the child in each of the following areas:



IEP GOAL Writer

- Audition
- Language
- Early Communication
- Speech
- Cognition
- Social Interaction
- Fine Motor Skills
- Gross Motor Skills



These IEPs/Goals will:

- Provide a clear understanding of the scope and sequence of what needs to be taught
- Establish current levels of development for individual children
- Enable individual outcomes to be determined and progress to be monitored



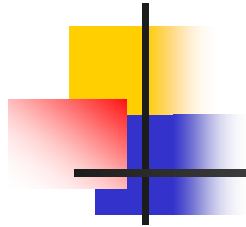
These IEPs/Goals will:

- Follow the normal developmental milestones
- Address the particular needs of young children who have a hearing impairment, from the age of diagnosis through to school entry/6 years of age



These IEPs/Goals will:

- Provide informal diagnostic assessments
- Develop individualized Auditory-Verbal Treatment Plans
- Monitor progress
- Evaluate effectiveness of the plans for the child and the family



In Accordance with the Principles of Auditory-Verbal Practice