



## EHDI 2018 Handout

Learning Language: A Multisensory,  
All-Inclusive Social Playgroup for  
Deaf and Hard of Hearing Children  
and Their Parents Enrolled in Early  
Intervention in Illinois

# *Playgroup Lesson Plan*

Theme:

Child:

Date:

Time:

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Auditory/Listening

Snack:

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Fine Motor

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Language

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Gross Motor

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Signature: \_\_\_\_\_

# Happy Ears on Taylor Street Playgroup<sup>®</sup>

Theme: Winter 2

Child: [REDACTED]

Date: 1-18-18

Time: 10:00-11:15

## Auditory/Listening

Song: Snowman

Once there was a snowman

Tall, tall, tall

In the snow he melted

Small, small, small

He anticipated the song routine by waiting quietly with his mother. [REDACTED] picked his song choice & gave his card back after the song was finished on his own without prompting.

## Snack:

mini bagels with cream cheese

decorated to look like a snowman

He wanted to feed himself.

[REDACTED] enjoyed the ~~chives~~ onion cream cheese!

[REDACTED] drank water from the open cup with assistance.

## Fine Motor

Child and parent:

Play with white shredded paper, scooping, filling

Find hidden animals in the paper

He kicked & waved his arms all excited in anticipation of the sensory table. [REDACTED] imitated knocking to open it. He attempted to imitate the fish sound by moving his lips & imitated roar. [REDACTED] willingly explored in the table with his hands. He knocked on the top to

open it back up when the activity was finished.

## Language

Child and parent: make a snowman with cotton balls

with emphasis on face parts, hat, and scarf

Lots of vocalizing & reduplicated babbling.

He wanted to paint with the ~~glue~~ glue & didn't mind it on his thumb

## Gross Motor

Child and parent: Children and parents throw "snow balls"

through hula hoops or in buckets

[REDACTED] was interested in the blocks but cleaned up the snowballs

Signature: [REDACTED]

Kaia Feggestad, SLP

Jane Dwyer, DT/H



1855 W Taylor Street  
Chicago, IL 60612  
(708) 732-0143  
FAX: 312-996-7373

**ILLINOIS EARLY INTERVENTION  
IFSP ANNUAL GROUP REPORT**

<b>SECTION 1: Demographic Information</b>			
Child's Name: *** **	Early Intervention #: ***	CFC #:	
Date of Birth: ***	Chronological Age: 28 months	Adjusted Age: N/A	
Parent's Name: *** **	Language Spoken in home: Spanish		
Service Coordinator's Name: ***	Physician's Name: Dr. ***		

<b>SECTION 2: Type of Report</b>	
Check One: <input type="checkbox"/> Evaluation/Assessment (for Eligibility Determination)	<input checked="" type="checkbox"/> Assessment Annual Review
Date of Evaluation/Assessment or Assessment: 1-25-2018	
Provider Name: Jane Dwyer/Kaia Feggestad	Provider Phone Number: ***
Provider Discipline: <input type="checkbox"/> OT <input type="checkbox"/> PT <input type="checkbox"/> DT <input checked="" type="checkbox"/> SLP <input type="checkbox"/> SW <input checked="" type="checkbox"/> Other: Developmental Therapist/Hearing	
Location of Evaluation/Assessment: (check one) <input type="checkbox"/> Home <input checked="" type="checkbox"/> Other Setting: UI Health playgroup	

<b>SECTION 3: Referral Information</b>
Please list reason for referral, who referred to Child & Family Connections, and Parent/Guardian Concerns: *** was initially referred to the Illinois Early Intervention System by his otolaryngologist – Dr. *** with concerns regarding ***'s medical diagnoses of: permanent bilateral conductive hearing loss and ***. Ms. *** reported concerns with ***'s speech/language development.

**\*\*\* Group goals:**

- \*\*\* will engage in routine greetings and songs:  
*Emerging.* \*\*\* will sit and attend for at least one song during group music/hello. He will independently follow the song routine by waiting quietly with his mother, picking a song card, and giving it back after the song without prompting. \*\*\* sits and attends to tasks with adult assistance. He enjoys shaking bells

during songs. He has been noted to have lots of vocalizations and reduplicated babbling sounds but is not yet saying or singing routine songs.

2. *\*\*\* will produce age appropriate speech sounds, words or phrases*  
*Emerging.* \*\*\* uses natural gestures or body language to make his wants known. \*\*\* can request in play with gestures. Although playgroup is conducted in English, Ms. \*\*\* uses Spanish to communicate with \*\*\*. Ms. \*\*\* is learning sign language herself to help \*\*\* communicate. \*\*\* will attempt to imitate sounds and signs in order to make his wants known. His mother has reported \*\*\* produces 4-5 words at home.
3. *\*\*\* will participate in theme-based group activities*  
*Emerging.* \*\*\* is starting to participate in most activities. He is beginning to understand the group routines and transitions from activity to activity with limited protest. \*\*\* is more willing to participate in sensory activities, for example, sensory table, painting with his hands, using glue, etc. He is less distressed when he gets something on his hands. He is not yet following 1 step directions with objects. \*\*\* attends to tasks but is easily distracted.

**Summary:**

\*\*\* has participated in group Aural Rehabilitation therapy which has emphasized listening and language through peer-interaction, turn-taking, and social play. His ability to participate is increasing as he learns the routine tasks. He watches his peers and is beginning to imitate what he sees within his repertoire. It is recommended \*\*\* continue to receive Early Intervention services so that he can continue to progress in his listening and language development.

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Provider Printed Name

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Provider Signature

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Date

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Provider Printed Name

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Provider Signature

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Date

## PRAGMATICS CHECKLIST INTERPRETATION

Total the checked items in the Complex Language column. Compare to expectations below. <b>Age 3: 20 of 45 items; Age 4: 43 of 45 items; Age 5: 44 of 45 items; Age 6: 45 items</b> Consider the items marked in columns other than Complex Language and compare them to the typical performance at the ages identified. Children with hearing loss tend to be delayed in their mastery of pragmatic language skills that typically hearing children mostly master by age 4. Select goals for the items students demonstrate delayed performance.					Age of Mastery in months	Emergence of Using 1-3 Words in months	Emergence of Complex Language in months
24-30 months	36-42 months	42-48 months	48-54 months	54-60 months			
<b>INSTRUMENTAL – States needs (I want...)</b>							
1. Makes polite requests		36-42 (90%)	24-30 (79%)	24-30 (21%)			
2. Makes choices		36-42 (85%)	24-30 (58%)	24-30 (35%)			
3. Gives description of an object wanted		36-42 (83%)	24-30 (54%)	24-30 (21%)			
4. Expresses a specific personal need		36-42 (89%)	24-30 (58%)	24-30 (29%)			
5. Requests help		36-42 (84%)	24-30 (58%)	24-30 (29%)			
<b>REGULATORY - Gives commands (Do as I tell you...)</b>							
6. Gives directions to play a game		36-42 (79%)	24-30 (22%)	24-30 (2%)			
7. Gives directions to make something		36-42 (79%)	24-30 (35%)	24-30 (6%)			
8. Changes the style of commands or requests depending on who the child is speaking to and what the child wants		36-42 (84%)	24-30 (58%)	24-30 (7%)			
<b>PERSONAL – Expresses feelings</b>							
9. Identifies feelings (I'm happy.)		36-42 (79%)	24-30 (57%)	24-30 (6%)			
10. Explains feelings (I'm happy because it's my birthday)		36-42 (80%)	Emerging 30-36				
11. Provides excuses or reasons		36-42 (80%)	Emerging 30-36				
12. Offers an opinion with support		36-42 (74%)	Emerging 30-36				
13. Complains		36-42 (79%)	24-30 (44%)	24-30 (15%)			
14. Blames others		36-42 (75%)	Emerging 30-36				
15. Provides pertinent information on request (2 or 3 of the following: name, address, phone, birthdate)		36-42 (75%)	36-42 (42%)	36-42 (30%)			
<b>INTERACTIONAL - Me and You...</b>							
16. Interacts with others in a polite manner		36-42 (89%)	24-30 (65%)	24-30 (54%)			
17. Uses appropriate social rules such as greetings, farewells, thank you, getting attention		36-42 (79%)	24-30 (72%)	24-30 (54%)			
18. Revises/repairs an incomplete message		48-54 (80%)	24-30 (29%)	24-30 (54%)			
19. Attends to the speaker		36-42 (79%)	24-30 (50%)	24-30 (54%)			
20. Initiates a topic of conversation (doesn't just start talking in the middle of a topic)		42-48 (85%)	24-30 (36%)	24-30 (54%)			
21. Maintains a conversation (able to keep it going)		36-42 (79%)	24-30 (36%)	24-30 (54%)			
22. Ends a conversation (doesn't just walk away)		48-54 (90%)	24-30 (28%)	24-30 (54%)			
23. Interjects appropriately into an already established conversation with others		48-54 (85%)	24-30 (26%)	24-30 (54%)			
24. Makes apologies or gives explanations of behavior		48-54 (86%)	24-30 (36%)				
25. Requests clarification		48-54 (90%)	Emerging 30-36				
26. States a problem		36-42 (74%)	24-30 (58%)	24-30 (54%)			
27. Criticizes others		48-54 (81%)	36-42 (25%)	24-30 (54%)			
28. Disagrees with others		36-42 (74%)	24-30 (36%)	24-30 (54%)			
29. Compliments others		36-42 (79%)	24-30 (28%)	24-30 (54%)			
30. Makes promises		54-60 (82%)	36-42 (5%)	48-54 (71%)			
<b>WANTS EXPLANATIONS - Tell me Why...</b>							
31. Asks questions to get more information		36-42 (79%)	24-30 (29%)	24-30 (15%)			
32. Asks questions to systematically gather information as in "Twenty Questions"		48-54 (77%)	36-42 (26%)	36-42 (37%)			
33. Asks questions because of curiosity		36-42 (90%)	24-30 (21%)	24-30 (15%)			
34. Asks questions to problem solve (What should I do? How do I know?)		48-54 (90%)	36-42 (21%)	36-42 (52%)			
35. Asks questions to make predictions (What will happen if...?)		48-54 (78%)	36-42 (27%)	36-42 (47%)			
<b>SHARES KNOWLEDGE &amp; IMAGINATIONS - I've got something to tell you...</b>							
36. Role plays as/with different characters		36-42 (74%)	24-30 (36%)	24-30 (14%)			
37. Role plays with props (e.g., banana as phone)		36-42 (90%)	24-30 (50%)	24-30 (21%)			
38. Provides a description of a situation which describes the main events		48-54 (95%)	24-30 (21%)	36-42 (69%)			
39. Relates the content of a 4-6 frame picture story using correct events for each frame		48-54 (90%)	24-30 (28%)	36-42 (72%)			
40. Creates an original story with a beginning, several logical events, and an end		48-54 (81%)	36-42 (27%)	36-42 (59%)			
41. Explains the relationship between two objects, actions or situations		48-54 (80%)	24-30 (42%)	36-42 (69%)			
42. Compares and contrasts qualities of two objects, actions or situations		48-54 (100%)	24-30 (20%)	36-42 (64%)			
43. Correctly re-tells a story which has been told to them		48-54 (81%)	24-30 (21%)	36-42 (68%)			
44. Tells a lie		48-54 (86%)	Emerging 30-36	36-42 (52%)			
45. Expresses humor/sarcasm		48-54 (91%)	24-30 (43%)	36-42 (58%)			

**AUTHOR OF CHECKLIST:** Goben, D. (1999) Pragmatics Checklist (adapted from Simon, C.S., 1984). Percentages specified above are estimates only from graphs of research results.  
**SOURCE OF DATA FOR TYPICALLY DEVELOPING CHILDREN:** Goben, Beams, Galper, Abrecht, Baca, Yoshinaga-Itano (2012). The missing link in language development of deaf and hard of hearing children: Pragmatic Language Development. *Semin Speech Lang, 33(4)*, 297-309 <http://www.thieme-connect.de/journals/pdf/10.1055/s-0032-1328916.pdf>  
 The format of this information was designed by Karen L. Anderson, PhD, 2013, Supporting Success for Children with Hearing Loss <http://suscsonforikidswithhearingloss.com>

**Sample Authorization with Descriptions**

REPORT: HSPR071 STATE OF ILLINOIS RUNDATE: 04/22/2016  
 CORNERSTONE TIME: 10:45  
 EARLY INTERVENTION PROGRAM – AUTHORIZED PROVIDER SERVICES PAGE: 1

CFC SITE: 99999 #30 CFC - SUBURBIA TELEPHONE: (217) 555-1234  
 SERVICE COORDINATOR: 99999001 JOHNSON, ALBERT

CHILD EI NUMBER: 123456 PARTICIPANT ID: S111-9901-9901-00  
 NAME: SMITH, JOHN DATE OF BIRTH: 11/25/2013  
 CATEGORY: EI EARLY INTERVENTION

**A** RESIDENCE  
 123 HAPPY LANE TELEPHONE: (217) 555-1235  
 SPRINGFIELD, IL 62777  
 CONTACT: MARY SMITH RELATIONSHIP: MOTHER

AUTHORIZATION START DATE: 02/01/2016 ← **C** → END: 10/31/2016

**B** AUTHORIZED PAYEE: ABC THERAPY COMPANY TELEPHONE: (217) 555-0001  
 123 MAIN STREET  
 SPRINGFIELD, IL 62777-7777

**D** AUTH TYPE: IFSP-DIRECT SERVICE **E** SERVICE: SPEECH LANGUAGE THERAPY  
**F** METHOD: INDIVIDUAL **G** PLACE OF SERVICE: 12 / HOME (OFFSITE)

**H** PROCEDURE: 92507 / SPEECH THERAPY SERVICES

**I** FREQUENCY: 2 PER: WEEK ← **J** → FOR: 60 MINUTE(S)

**K** AUTH NUM: 123456-791-001-00 **L** PRINT DATE: 01/30/2016 **M** DATE: 02/04/2016

**N** COMMENTS: JOANIE CUNNINGHAM, SLP

**O** PRIVATE INSURANCE: 02/PRIVATE INSURANCE BILL

- A** – Child’s information, including, child’s name, home address, C\*Stone identification #, EI #, DOB, contact name, relationship, & contact phone #
- B** – Agency the authorization has been assigned to
- C** – Date range for when the specified service is authorized to be performed
- D** – Type of authorization, see Glossary for definitions
- E** – Service type, i.e., OT, PT, SLP, etc.
- F** – Method in which the service must be provided, i.e., individual, group, purchase, repair, etc. See Glossary for additional information
- G** – Type of location the service will be provided, i.e., offsite, onsite, other, etc.
- H** – Authorized procedure code, see Chapters 7-22 for your provider type for additional information
- I** – A brief description of the procedure code listed in H
- J** – Number of times and intensity the service is to be provided, i.e., number of times per week, month, etc. for number of minutes, miles, etc.
- K** – Authorization to use when billing
- L** – Date the authorization was printed by the Service Coordinator
- M** – Date the authorization was created or last updated
- N** – Rendering provider, this includes Associate-Level providers. Correct name must be listed here if the provider is with an agency. If not, the Service Coordinator must be notified to make the necessary corrections.
- O** – Insurance requirement, i.e., bill insurance first, insurance billing not required. See CBO billing handbook for additional information

*Please note, any and all errors must be corrected prior to providing the service to ensure payment.*

# Happy Ears on Taylor Street<sup>®</sup>

Developmental Playgroup for Children with Hearing Loss



## Helping your child learn developmental skills through the power of playtime!

A parent-child playgroup is run by UI Health by a Speech-Language Pathologist and Developmental Therapist/Hearing to help children with hearing loss learn how to socialize in a family-friendly environment.

### Playgroup activities include:

**Circle Time:** Using children's songs to help with responding to music and their own name

**Sensory play:** Exploring a variety of materials emphasizing descriptive words through play

**Fine Motor:** Activities to develop the small muscles with easy carryover to life at home

**Language:** Thematic activities to increase vocabulary for at-home routines

**Snack:** Healthy, developmentally appropriate snacks

**Gross Motor:** Activities to develop the large muscles, focusing on action words

### Who:

Open to Children ages  
12 months - 3 years old

### When:

Thursdays 10-11:15pm

### Where:

Children of Peace School  
918 S. Wolcott, Chicago, IL 60612  
(Free parking available)

For more information or to  
sign up call 708.732.0143



Happy Ears on Taylor Street  
UNIVERSITY OF ILLINOIS HOSPITAL



UI Health |

