



Family Partnership

Parents are the first and primary teachers. Their commitment to spoken language is imperative to the success of their child in the program.

Parents and family members can be involved with the program in the following ways:

- Home visits
- Daily communication with parents
- Parent/ teacher conferences
- Family involvement activities
- Volunteer opportunity in the classroom
- Training opportunities for families to integrate and use their child's technology at home and in the community
- Parent Education Nights

These methods of communication assist with generalization of skills outside of the school



420 WASHINGTON AVE.
CUYAHOGA FALLS, OHIO 44221



T.A.L.K. Teaching Auditory Learning in Kids A Listening & Spoken Language Educational Program (LSLS)



“A Step Up To Quality 5 Star Rated
Summit Preschool Program”

420 Washington Ave.
Cuyahoga Falls, OH 44216
330-945-5600
<http://SummitESC.org>

What is T.A.L.K.?

T.A.L.K. is an auditory-oral preschool classroom where children with hearing loss learn to listen and talk. This is a unique educational program in Summit County and an option for families who have chosen spoken language as the primary means of communication for their child.

T.A.L.K.'s goal is to educate children with hearing loss to listen, talk, and communicate effectively in their world. Children with mild to profound hearing losses using appropriate amplification are given access to spoken language through strong speech, language and auditory training focusing on individual needs, family concerns and involvement.

Incorporating developmentally appropriate practice, we focus to meet the different learner needs in ALL areas of development including listening, speech, language and pre-literacy skills while fostering their social, emotional, cognitive, physical and creative

Meet Our Staff

Classroom teacher: Valerie Fisher

Dual certification in Early Childhood Intervention Specialist and Teacher of the Deaf and Hearing Impaired, Listening & Spoken Language Specialist (LSLS)

Assistant: Cinnamon Leonard

Background in Special Education and Child Care and Family relationships

Audiologist: Dr. Carrie Spangler

Internationally recognized audiologist with a strong background in listening and spoken language philosophy

Speech Language Therapist— Jamie King, M.A., CCC-SLP.

Specialized training and experience with working with children with hearing loss, LSLS Certification in progress

Coordinator: Kristen Nowak

Enthusiastic administrator with a strong foundation in leadership, specially designed instruction, data-based decision making, and best practices

Classroom

In the preschool classroom, children with hearing loss have the opportunity to interact with and learn from typically developing hearing peers.



The preschool is a 6:6 model which means the classroom has a maximum of 12 students-- six children with hearing impairments and 6 peer hearing models. This classroom model mirrors a typical early childhood setting. TALK has 2 half day sessions with the opportunity for full day programming for eligible students

In addition our classroom is acoustically pleasing and integrates up to date technology to meet the needs of children with both hearing aids and cochlear implants.

Not only does our classroom focus on the specific needs of children with hearing loss, the classroom adheres to the Ohio Department of Education Preschool requirements, including the Early Learning Content standards, Licensing Rules, and Step Up To Quality.

We also have relationships with university graduate programs and partner with audiology and cochlear implant centers in the region. Our staff participate in community and professional organizations to support and improve the lives of children with hearing loss.



gpd employees' foundation
Classroom equipment made possible by
GPD Employee Foundation

Transition to Kindergarten

One of T.A.L.K.'s goals to help prepare our preschoolers with hearing loss for a successful transition into kindergarten in their home district. Itinerant Kindergarten Services are available from the classroom teacher to help with that transition. The Itinerant teacher will work with the child and kindergarten teacher to successfully incorporate proven strategies, methods, materials, and technology into the kindergarten classroom.



Research

If children are diagnosed with hearing loss early, fit appropriately with amplification, and receive appropriate early intervention services, research shows higher probability for increased academic success, social skills, and post secondary opportunities. This also leads to a greater likelihood for the child to participate in their home school and general education classrooms during school aged years.

The ability of a child with hearing loss to successfully acquire spoken language requires a framework of rich, bidirectional communication with language mentors and immersion in an auditory and language rich environment.