

*Mission Work:*  
*Delivering Hearing Health and*  
*Education in Aural Habilitation*

Joanne Travers, President/Founder  
**Partners for A Greater Voice, Inc. (PGV)**

[www.greatervoice.com](http://www.greatervoice.com)

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*case study:*  
*Dominican Republic*

**San Andres and Boca Chica are  
located on the south and central side of  
the island of hispaniola**

# PGV's Mission:

**Create opportunities for children with hearing loss through oral education and learning experiences.**

# PGV's Belief:

**Believe in the potential of ALL children with hearing loss across all communities even with limited resources,**

**and that a child's success is based on support from parents, teachers, audiologists.**

# PGV position:

**Believe in the power of education, training,  
and habilitation as a necessity,  
even prior to hearing aid fitting.**

# Mission Work to date

**26 Missions in the Dominican Republic**

*130+ edu workshops*

**4 US Based Training Initiatives**

*10 people, 2 repeated*

**2 Missions in Other Countries**

***65+ Volunteer Partners***

*case study:*

**Centro Asistencia para Sordos,  
San Andres (C.A.S.S.A.)**

**14 Education missions in San Andres (*22 weeks*)**

***6 Audiology combo missions***

**U.S. Training/Learning (*3 people*)**

**Dozens of teacher and parent workshops**

**Donations! (HAs, FMs, school supplies,  
books, acoustics panels, toys)**

# Process Overview

## Began with a **Needs Assessment**

**Assessment** indicates that it is not just a question of developing a "laundry list" of needs. Rather, assessment suggests that we examine the nature, urgency and priority of needs.

Adapted from American Library Association:  
Planning and Role Setting for Public Libraries: A Manual of Options and Procedures, 1987



# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

### **I. Needs Assessment**

We never thought of a solution to the problem

Our desire was a process that identified interests and needs, and aligned those needs with our available resources and the assets.

# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

### **How PGV Assessed Needs:**

met with families and children at home

met with teachers

met with directors of schools for the deaf

observed children in schools

met with community workers, nuns, priests

met with audiologist

conversations with people in the community

*We asked similar questions and observed behaviors*

# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

### **II. Prioritized Needs**

**sought conscious and unconscious needs**

Soriano, Fernando (1995). *Conducting Needs Assessments: A Multidisciplinary Approach*.  
Thousand Oaks, California: Sage

**listened to what the parents wanted**  
**listened to people's perception of deafness**  
**learned about existing education/support for the deaf**  
**identified available resources/assets**  
**identified what PGV could offer**  
**observed behaviors**

# Prioritize Needs

**PGV International mission work required us to understand our resources and to translate the needs and views of this community into education and training that builds capacity.**

**(with a goal to empower the people)**

# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

**Fostered Collaboration**  
**Enrolled anyone who has an interested**  
**Sought Change Agents/Leaders**  
**Shared Knowledge**  
**Built Trust**

# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

**III. Sequenced Training and Education**  
delivered content the community was ready for;  
prioritized conscious and unconscious needs

*a. two years of parent education  
before the first hearing aid fitting*

*b. invited a community resident to the US for an  
intense learning experience / 3 weeks 2004*

# PGV Training and Education

**US Training** required each participant to document experiences/knowledge, and reflect upon each day of learning that led to develop an Action Plan.

As a result of this training, two participants discussed and created actionable steps to start *Padres Unidos*, a parent group and community project in San Andres

# Process Overview

## Centro Asistencia para Sordos San Andres (C.A.S.S.A.)

### **IV. Training and Education initiatives evolved based on interest and readiness**

Parent groups/Parent support

How sound travels

What is hearing loss

What is a hearing aid and how it works

Causes of deafness

Communication options

Auditory Development

Parent strategies

Social emotional growth

Language development

Learning through play

Early and emerging literacy



# C.A.S.S.A. emerged as a sustainable program

**Padres Unidos started in 2003  
with 13 families**

**PGV delivered training and education 2-4x yr**

**C.A.S.S.A. was registered in 2005**

**Grew to over 50 families by 2007**

**Incorporated school in 2011 and became sustainable in 2012**

# PGV education and training missions evolved

**Created a Cultural Shift**

**Outcomes/Results:  
community views, needs, expertise,  
program development, service delivery,  
deaf children can learn to listen and talk**

# Examine the Training / Mission Focus

**Parent Groups and Parent Specialists**

**Audiology Management/Hearing Aids/FMs**

**Large Group Teacher Workshops**

**Small Group Teacher Workshops**

**Specialized Training Initiatives**

**Observation and Parallel Critique**

**US Based Training and Experiences**

# Examine Factors that influence sustainable programs

Leadership Development

Perception/Realization of Deafness/Hearing

Parent Participation

Receptivity to Listening and Spoken Language

Collaboration

Culture

**PARTNERS FOR A GREATER VOICE OUTCOMES FROM MISSION FOCUS ACROSS FACTORS  
THAT SUSTAIN EDUCATION SERVICES IN AURAL HABILITATION**

<b>MISSION FOCUS:</b> →	<b>Parent Groups and Parent Specialist</b>	<b>Audiology Management; Hearing Aids</b>	<b>Large Group Foundation/Intro Workshops</b>	<b>Small Group Teacher Workshops</b>	<b>Specialized Training Initiatives</b>	<b>Observation and Parallel Critique</b>	<b>US Based Experiences and Training</b>
<i>Perception / Realization</i>	Recognize Value & Need, Embrace and Educate Parent and Families	Value Driven, Process to Instill Purpose, Responsibility	Motivating and Educational	Practical and Applied Skills, Outcomes are Realized	Needed & Joyfully Welcomed - (ex. ABR, Social Emotional, FMs, Good Listening Environments)	Team Oriented, Empathetic Listening, Not Authoritative	Establishes an Understanding of Possibilities and a Vision for Oral Deaf Education
<i>Parent Involvement / Engagement</i>	Parents Feel Valued, Important, Empowering	Value Driven, Instills Purpose Reason and Expectation	Educational, Benefits Child	Benefits Child, Fosters Parents as Partners	Empowering and Uplifting, Fosters Parent Worth and Ability	People Care, Not in it Alone, Fosters Team Approach	Provokes Reality of Family Needs, Embraces Parents as Partners
<i>Collaboration</i>	- Schools - Teachers - Community - Organizations - Individuals	PGV Volunteers CCSM/MMI Parents as Techs, Donors	Brings Teachers Together in a Shared Learning Environment, Motivational	Fosters Skills and Experiences, Discovers Solutions	Provokes Need for Depth of Content, Motivational	Values Team Approach, Witnesses Learning Curve	Breaks Down Barriers; Embraces Collaborative Learning
<i>Leadership Development</i>	Promotes Self Esteem and Value in Self, Teamwork	Develops Skills and Expertise in Technology & Hearing Health	Identifies Change Agents ( <i>those who educate others</i> ), Honors Flexibility	Individual Teachers Emerge as Specialists	Fosters Skill and Confidence, Rewards Change Agents	Affirms Skills, Embraces Team Approach	Improves Knowledge, Motivates Change Agents
<i>Receptivity/Impact of Listening and Spoken Language</i>	Choose Oral Education, "talking", over Sign Language; <i>Social Inclusion</i>	Demands Tech Specialists and Financial Support	Requires Good Amplification, Early Diagnosis, Might Neglect Parent Potential  Parents as Partners, Instills Effective Auditory Strategies, Embraces Literacy Approach			Motivational, Recognize Child's Potential, Creates Vision	Viable Option, Fosters an Understanding of Auditory Development, Clarifies Practice
<i>Culture</i>	Sensitivity to beliefs, limited resources, educational background, experiences and community perceptions						Culture Shock

↑ **FACTORS**

# Invest in Education and Habilitation!

**Joanne Travers, MIM  
Partners for A Greater Voice, Inc.**

**978-312-1200 cell  
greatervoice@comast.net  
www.greatervoice.com**