



# An introduction to Stokes' six-step parental journey: from hopes and dreams to velvet bulldozers


*S Hogan, R Quayle, L Hönk, & C White*



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## Stokes' six-step parental journey

|   | Stage 0   | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5 |
|---|---|---------|---------|---------|---------|---------|
| <b>Parental attitude</b>                            |  |         |         |         |         |         |
| <b>Views about Audition</b>                         |   |         |         |         |         |         |
| <b>Strategies for parent to use with child</b>      |   |         |         |         |         |         |
| <b>Strategies for parents to use for themselves</b> |   |         |         |         |         |         |



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## Stage 0

- 👤 **Parent: I want my child to talk!**
- 👤 **What parental understanding is needed?**
  - 👤 **To talk you need to listen**
  - 👤 **Ideally you would also overhear**
  - 👤 **It is possible\* – but what are the experiences that a parent needs in order to make this a belief?**

# How does a family move from stage 0 → stage 1?



i.e. from wanting their child to talk, to wanting them to learn to talk through listening.

- 👤 What do the parents need to learn / know?
- 👤 What do they need to see their child do?






# Stage 1

## Parental attitude –

-  I want my child to learn through listening
-  I want to learn how to make listening part of my child's personality

## Audition

-  Child demonstrates good access to sound
-  Parent thinks of hearing and listening in every day scenarios
-  Parent trained to become very best observer of their child



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# Stage 1

- 👤 **Strategies for parent to use with child**
  - 👤 **Motivating environment: safe, interesting, stimulating, fun routines, problem solving**
- 👤 **Strategies for parent to use for themselves**
  - 👤 **See baby as a communicator**
  - 👤 **Pausing**
  - 👤 **Listening**
  - 👤 **Join baby's thinking – thinking together**



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# How does a family move from stage 1 → stage 2?

i.e. from wanting their child to talk through listening to  
believing that their Child Can Do This

Parents already have some basic strategies

- 🧒 What do the parents need to learn / know?
- 🧒 What do they need to see their child do?



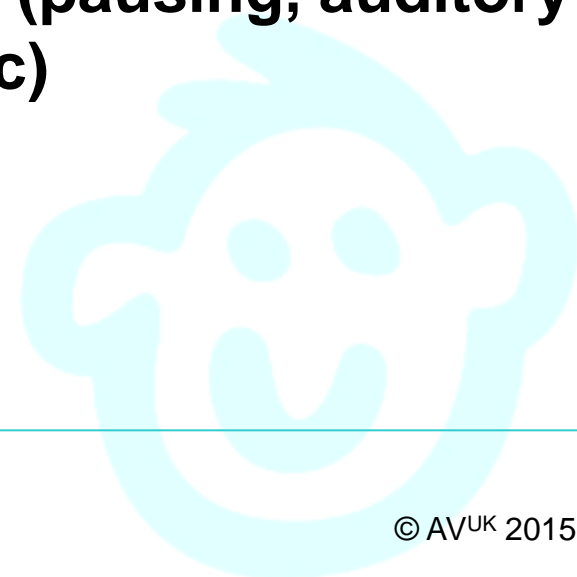
## Stage 2

### Parental attitude

-  Close observer of verbal and non-verbal communication
-  Notices and celebrates child's auditory responses
-  Has basic learning to listen strategies (pausing, auditory hooks to engage auditory attention etc)



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Stage 2 Parent needs to make it so explicit that they make it that the child is right! ie **SUCCESS**

**I hear it**

**BLOW!**  
**!**

**I think about it....**

Hmmm, those  
bubble things

**I give a response**

**Aaaah!**






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## Stage 3

### Parental attitude

-  I want to be an active learner
-  I know what I don't know
-  Includes the therapist in the evaluation process

### Audition

-  Actively monitors child's comfort zone – expands vocabulary. Uses ZPD





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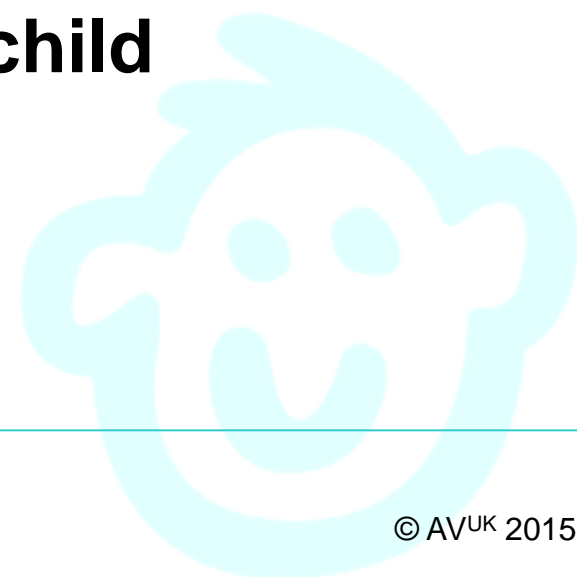
## Stage 4

### Parental attitude

-  Talks openly about their perception of hearing impairment
-  Actively problem solves around the challenges they see for their child




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## Stage 5

### Parental attitude –

 I am competent to advocate for my child who is a listening, thinking, learner both inside and outside the home.

 I can be a “Velvet Bulldozer”

**ACKNOWLEDGEMENT TO SANDY ROW**

“Surviving the Special Educational Needs System:  
How to be a ‘Velvet Bulldozer’” (2009)



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# Summary



## Stages of the parent journey (Stokes, 2013)

- 🧒 Stage 0: Wants their child to learn how to talk
- 🧒 Stage 1: Wants their child to learn through listening - wants to learn how to make listening part of their child's personality
- 🧒 Stage 2: Believes their child has the potential to listen. Parent has competence with some basic learning to listen strategies



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- 👤 Stage 3: Active learner, drives session with questions arising from family life.
- 👤 Stage 4: Talks openly about social perception of hearing impairment. Actively problem-solves around challenges and opportunities they see for their child.
- 👤 Stage 5: Feels confident to advocate for their child as a listener and learner within and outside the home (is a velvet bulldozer).
- 👤 “Surviving the Special Educational Needs System: How to be a ‘Velvet Bulldozer’” by Sandy Row (2009)



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# Thank you for listening!

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