Early Intervention in Deaf Schools: Adapting to the Needs of Today's Families

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What We Do...

- Outreach Programs
  - Family and Parent Involvement Program
  - Training, Family Events
  - Resources

- The Parent Infant Program
  - Collaborate with ECI Agencies
  - Work with Families through Referral and within the Community
Learn.

- Creative Curriculum
- ECE Spiral Curriculum
- PIP Community Events with Families
- Resources Available at School
- What Happens in a PIP Classroom?
  - Balanced Literacy
  - Play-Based and Exploration Learning
  - Social Learning
Grow.

- Families and the School
- ECE Events throughout the Year
- ECI and TSD Resources
Belong.

- IFSP Meetings: Making it a TEAM.
- Child and Family Outcomes
- Parents Side-by-Side in the Classroom
- Connecting Families
- Austin Community Library Storytelling
In Closing…
Maryland School for the Deaf

Family Education and Early Childhood Department
Tradition

• The Maryland School for the Deaf began serving young deaf and hard of hearing children in 1968

• Services are provided at No Cost to residents of Maryland

• Commitment to facilitating early language development and communication between children and their families
Commitment

• To providing high quality services to all families (center based and home based services)
• To facilitating early language development and communication between children and their families
• To providing high quality, evidence based early childhood education using scientific based early childhood assessments, curriculum and instructional paradigms
• To providing support to families via Deaf mentors and parent to parent support
Two Campuses
Columbia, MD and Frederick, MD
State wide services
Services in Natural Environments

Services are provided in settings where young children gain their “world knowledge”

• at home
• in center based programs at the MSD
• in day care centers
• in local libraries, playgrounds, and other community settings
Intensity, frequency and location of services meet individual outcomes

• IFSP
  • Home visits
  • Playgroups for infants and toddlers two times a week
  • Classes for two and three year olds five mornings a week
  • Parent support weekly meetings
  • ASL classes for families
  • Regional meetings

• IEP
  • Classes five mornings a week
  • Home visits
  • Parent support weekly meetings
  • ASL classes for families
  • Regional meetings
**Assessment:** Child Outcomes are developed based on individual strengths and needs

**Protocol**

- Ages and Stages Questionnaire (completed by parent)
- Early Learning Accomplishment Profile (birth-3)
- Learning Accomplishment Profile (3-5)
- American Sign Language Skill Development Checklist
- French’s Language Assessment
- MacArthur Bates Communicative Development Inventory
- ITMAIS: Infant and Toddler Meaningful Auditory Integration Scale
- Work Sampling System (Maryland Model for School Readiness)
- Portfolios: provide artifacts of early literacy, prewriting, and early math skills
Curriculum: Child Outcomes are tied to early childhood approved curriculum to ensure school readiness by age five.

• Healthy Beginnings: www.marylandhealthybeginnings.org

• Creative Curriculum, Teaching Strategies

• Thematic Units and Project Approach
Support Services for auditory learning

• Collaboration with cochlear implant centers
• Audiologist and Speech Language Pathologist provide direct services to children and families
• Tailored to facilitate auditory, speech and language development before, during and after the implant process or the fitting of a hearing aid
Deaf Mentors

• Provide weekly American Sign Language Classes
• Provide home visits to support families in achieving their outcomes
• Provide information and connections for families with the Deaf community
• Facilitate regional and center based parent support groups
• Provide support and resources to staff
Parent to Parent Support

- Family Support and Resource Center
- Lending library
- Bi-monthly newsletter
- Parent to Parent Network
- Parent Support Groups
- State and National Resources
- Provide unbiased information across parent choice, communication modality, school system
- Responsive
- Creative
Collaboration

It’s not about turf ...it is about formal and informal relationships

Formal Relationships
• Maryland State Department of Education
• Interagency agreements with Local Infant and Toddler Programs
• Agency member of (two) local interagency coordinating councils
• Agency member of the Maryland Universal Newborn Hearing Screening Advisory Council
• State Interagency Coordinating Council

Informal Relationships with
• public and private agencies
• Cochlear Implant Centers (four area hospitals)
• Local colleges and universities
• Early Head Start and Head Start
• Childcare Centers and private child care providers
A parent’s voice...

When I first found out that my two youngest children have a condition that causes hearing loss, among other things, I could not get on the phone fast enough: doctors, our local county sponsored early intervention program, therapists, support groups - I called them all. The only call that I did not make was to the nearby school for the deaf. Call it fear or denial or whatever you choose. I told myself I was too busy and that they weren't deaf - they were hard of hearing. I finally made the call because I was tired of saying "no" when people asked me if I had done it yet. I could not be happier to have made that call. From the beginning, the teachers, parents, professionals and staff at [the school for the deaf] have made what could have been a truly distressing time instead a time that my children and I enjoy immensely. My children and I have found friends, confidantes, teachers, and all the support we could ask for within the school community. I could not be more grateful for the experience I have had there. Baltimore Co. parent
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For general information about MSD please go to:
www.msd.edu
NEW MEXICO SCHOOL FOR
THE DEAF

EHDI and Collaborative Efforts in New Mexico:

Creating Safety Nets, Decreasing Age of Entry and Providing Effective Services
WHY COLLABORATE?
• To create safety nets and avoid lost to follow up
• To use appropriate/effective resources (i.e. specialized expertise)
• To create solutions based on the state’s demographic profile
• To share in the collection of data
WHO ARE THE COLLABORATORS IN NEW MEXICO AND WHAT ARE THEIR ROLES IN THE EHDI PROCESS?

• Part C Family Infant Toddler Program – Referrals; Maintaining NMSD as a Part C provider; MOU; Funding

• EHDI Program (DOH Children’s Medical Services) – Screening Protocol; Collection of information from hospitals and data compilation; grant applications
Who are the collaborators in New Mexico and what are their roles in the EHDI process?

- **New Mexico School for the Deaf Early Intervention Statewide Program** – Specialized services and primary EI service provider; Supporting families through audiological assessment if needed; Member of local community; Deaf Role Model; Heighten awareness; Service Coordination; Utilizing other NMSD program resources; Sharing data

- **Community Resources** – Knowing referral resources for early intervention; Understanding the urgency; Providing appropriate and timely diagnosis
MAKE COLLABORATIVE RELATIONSHIPS OFFICIAL:

- Memorandum of Understanding
- Protocols and procedures
- Special projects (Hearing screening at Early Intervention Agencies, Developmental Screening Initiative; Member of ICC Child Find Committee; Local ASHA Pre-Conference on EHDI)