Building Capacity of Early Intervention Providers

EHDI Conference 2011
Atlanta, Georgia

To identify and find resources to meet the needs of deaf and hard of hearing children and their families throughout the State of Indiana.
# The Collaborators

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<tr>
<td>Outreach Services Director</td>
<td>Early Intervention Coordinator</td>
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<td>Audiologist</td>
<td>Developmental Therapist</td>
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<td>Consultant</td>
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<td>Trainer/Mentor</td>
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<td>Educator</td>
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<td>Parent/Sibling</td>
<td>Parent/Consumer</td>
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Indiana EHDI: Timeline

- Legislation passed UNHS 1999; Implemented 2000
- Policy and protocol developed in collaboration with Department of Health, Audiologists, Outreach Services and Part C Program
- Regional Audiologists provided Outreach to hospitals and audiologists from 2001–2005
- First Steps (Part C) developed protocol; providers not designated for deaf/hard of hearing children
- Training for Early Language Development (TELD) grant approved in 2005 to train specialized EI providers (see slide # 10)
Early intervention services for infants with confirmed hearing loss should be provided by professionals with expertise in hearing loss, including educators of the deaf, speech–language pathologists, and audiologists.

Information at all stages of the EHDI process is to be communicated to the family in a culturally sensitive and understandable format.

Families should be made aware of all communication opportunities and available hearing technologies (presented in an unbiased manner). Informed family choice and desired outcome guide the decision–making process.
Needs Assessment Conducted 2008
  ◦ Determined need for Training of EI Specialists
  ◦ Lack of Consensus on Who, What, When
   • Who should prepare specialists?
   • What should content and preparation be?
   • When should this happen?
What makes this work? “Core Values”

- Collaboration
- Consensus
- Human Relations
- Authentic needs of the family
- The system that works for all d/hh children/families independent of provider roles
- Statewide access to services
Seeking National Resources
“Who did we call?”

Technical assistance:
- Colorado CHIPS Program (Arlene Stredler Brown)
- Utah SKI–HI Curriculum (Paula Pittman)

High level of collaboration essential within the State of Indiana:
- EHDI (Indiana State Department of Health)
- First Steps (Family and Social Services Admin – Part C Agency)
- Indiana School for the Deaf – Outreach Services Department of Education
Now…narrowing the gap…

TELD

“Teaching Early Language Development”

- Developed plan to train providers
- Identified curriculum backed by research and evidence, used in many states
- Contracted with SKI–HI to provide National Trainers
- Maintained core values of family centered, unbiased, and relationship based approach to empowering families
First Year of TELD: 2005

- Sought applicants/providers (previous SKI–HI PAs, parents, word of mouth, deaf educators, audiologists, SLPs)
- 25 participants at 1st SKI HI basic training
- Funded National SKI–HI trainers through MCH grant
- Goal: to build a pool of potential providers and trainers (*start big...think ahead*)
- Looked towards 3rd year so can have state trainer(s) from the first year pool (*cost-effective*)
First Pool of candidates to Now (2011)

- 25 applicants x 4 Basic SKI–HI PA trainings
- 10 – 15 trained (average) enrolled in First Steps to provide ongoing services each year
- 5 are eligible to become Indiana SKI–HI trainers
  - PA must have been serving families for 3 years prior to becoming the trainer, upon completion of the SKI–HI’s *Train the Trainer* training
  - The first Indiana SKI–HI trainer has conducted two Basic SKI–HI PA Trainings thus far
SKI–HI State Trainer roles and skills

- Supervise and mentor,
- Plan and provide training,
- Monitor family progress on a quarterly basis,
- Collaborate with agencies, and
- Have the knowledge of state and national trends.
What we learned...

- Audiologists found training beneficial; however to assume PA role not feasible
- Parents would fit better in other roles such as parent to parent support
- Specialists already in field of Deaf Education, had greater background knowledge to more easily navigate curriculum
- Others have had to learn knowledge base, and required extensive mentoring. However, they have no preconceived biases, or philosophy; are very open and neutral and highly motivated to learn.
What else we learned: Providers need to...

- Have knowledge of adult-learning styles
- Be able to coach parents and provide family-centered activities/education
- Be able to come in the house and use child’s toys for carry over from parents
- Be able to come into home ready to be creative
- Be able to empower families and utilize strategies and resources in the child’s daily routine/natural environment
Long term commitment is a challenge...why?

- Those who already have ‘full time jobs’ (i.e.: Audiologist, Teacher of Deaf, Early Interventionist) not easily able to add PA role
- Low referral rates and low incidence in some areas
- Travel expenses (*mileages not covered*)
- Frustration with navigating through EI system in Indiana (credentialing expectations; although, *Outreach has been able to provide PAs with credentialing points*)
- EI System in Indiana is disability generic, not currently able to identify by d/hh specialist area
Maintaining High Quality Program: What do the Parent Advisors receive?

- Two trainings per year (full day) with invited expert guests (*PAs request topics/survey given, and current trends drive topics*)
- Two regional group meetings per year (*half day*) – North IN, Central IN, and South IN
- Home Visit Mentoring with the PA’s 2 families on caseload twice a year
- PA Mentoring Sessions (first year monthly; years after that 4–6 times a year). *Some face to face and some through emails/phone calls*
- Case studies, group discussion, dialogues, experiential counseling, and resource sharing
Sampling of In-Services Provided...

- Transition from Early Intervention into 3 Years Old and Beyond
- Audiology 101
- Cochlear Implant: Surgery
- Cochlear Implants and Bilingual Education
- Child Development
- Deaf Diversity and Role Models
- Language Acquisition
Indiana’s Plan to Narrow the Gap:


- Language Acquisition (ASL, Sign Systems)
- Family-Centered Practices
- Standard Assessment Practices
- Planning and Implementing Services
- Collaboration and Interdisciplinary Practices
- Professional Behaviors/Ethics
- Technology: Auditory/Visual/Tactile
- Social, Cultural, Linguistic Diversity
The Future

- Continue current trainings and resources
- Train more State Trainers
- Maintain core values and principles of Family Support Model
- Participation in National Early Childhood Assessment Project
- New initiatives at state level due to budget cuts downsizing streamlining and looking at how to perform more efficient seamless service delivery system (defragment)
- Technology access (Facebook, Twitter, DVDs, Videophones) for communication
- Sharing current research in all areas
Come back 2012 to see how we’re doing!

In the meantime, feel free to “call us”!

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