

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



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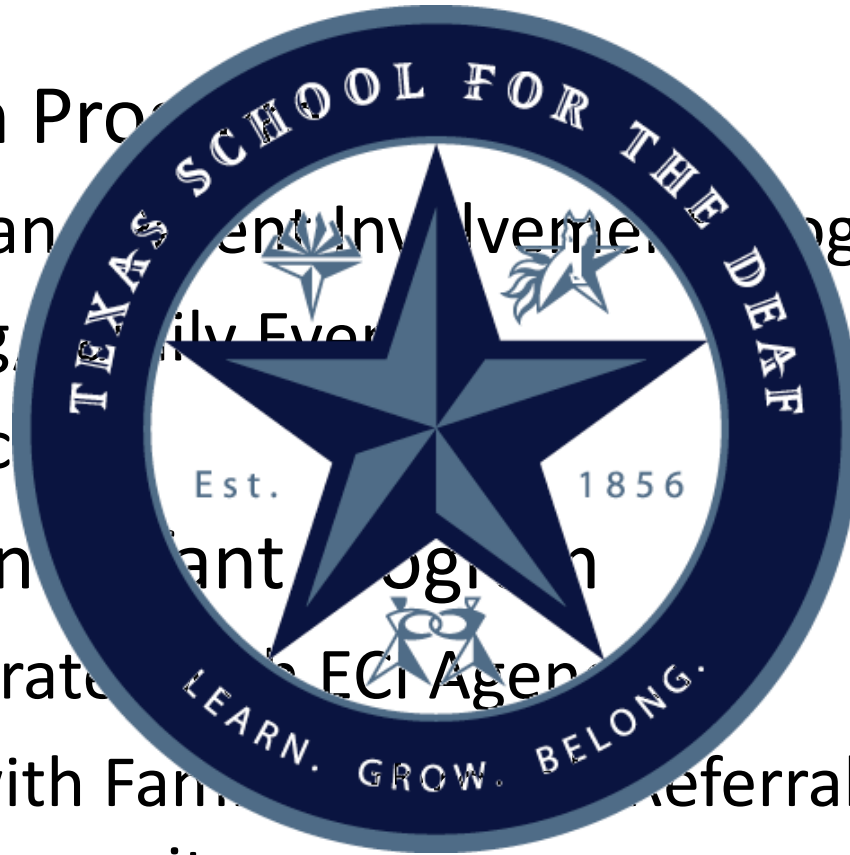
Early Childhood Education Program



Outreach Programs

What We Do...

- Outreach Programs
 - Family and Parent Involvement Program
 - Training Family Events
 - Resource
- The Parent Involvement Program
 - Collaborate with ECI Agencies
 - Work with Families for Referral and within the Community



Learn.

- Creative Curriculum
- ECE Spiral Curriculum
- PIP Community Family
- Resources Available School
- What Happens in a PIP Classroom?
 - Balanced Literacy
 - Play-Based and Experiential Learning
 - Social Learning



Grow.

- Families and the
- ECE Events throughout the
- ECI and TS Re



Belong.

- IFSP Meetings
- Child and Family Outcomes
- Parents Sign by
- Connecting Families
- Austin Community Library Staff



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



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

Contact Information

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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 NMMSD 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)