



## Making a Plan for Your Child: IFSP Considerations (Conversations) for Children who are Deaf and Hard of Hearing

# Your Presenters today:

- ◉ Erin Schuweiler, KS School for the Deaf
- ◉ Terri Patterson, GA Hands & Voices
- ◉ Janet DesGeorges, Hands & Voices

# CDC Workgroup

- History
- Make up of Group
- Monthly Meetings
- Process for choosing projects/products

# Purpose and History of the PLAN

- Target: For parents by parents
- Need for D/HH specific tool in the IFSP process
- Derived from the CO DCBR (Part B Communication Plan)
- Supposed to *GENERATE* conversation
- A tool that provides equality amongst IFSP team and during a meeting
- This is not just a 'form' (this is not your mother's form)

# Unique Considerations (What might get left out of an IFSP if you're not thinking about it)

Some of the unique communication considerations are:

- The decisions families make for communicating with their child
- **Assistive Technology** (Amplification options, fm system, etc)
- **Family training, counseling and home visits** – families are supported to facilitate as language models and primary advocates for their child.
- **Peers and role models who are deaf or hard of hearing**
- **Family Service Coordinator** should be one of the family's primary service providers. Part C of IDEA states that the family service coordinator is to be "from the profession most immediately relevant to the infant's, toddler's or family's needs (cite IDEA?)
- **\*Qualified, knowledgeable Service Providers...** Those who have expertise, experience, and training, in assessing and working with d/hh kids birth - three, specifically your child's/family's chosen communication option, if known/decided. (Including appropriate certification).
- **Assessments and curriculums that are tailored for children who are d/hh**

# IFSP COMMUNICATION CONSIDERATIONS FOR A CHILD WHO IS DEAF/HARD OF HEARING

The IFSP team has considered each area listed below, and has not denied opportunity based on the amount of the child's hearing level, the ability of the parent(s) to communicate, nor the child's experience with other communication modes.

1. **Language and Communication\***

**a. The language(s) we currently use in our home are:** *(Check all that apply)*

English

Native language (ASL, Spanish etc), specify \_\_\_\_\_

Combination of several languages

*Describe:*

# 1b. We currently communicate with our child using: *(Check all that apply)*

- American Sign Language
- Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
- Cued Speech/Cued English
- Fingerspelling
- Gestures
- Home signs
- Listening and Spoken language
- Picture symbols/pictures/photographs
- Signing Exact English/Signed English
- Tactile/object

Other, please explain

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**1c. We are considering and/or would like more information on the following: (Check all that apply)**

- American Sign Language
- Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
- Cued Speech/Cued English
- Fingerspelling
- Gestures
- Home signs
- Listening and Spoken language
- Pictures symbols/pictures/photographs
- Signing Exact English/Signed English
- Speechreading
- Tactile/objects
- Other, please explain

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*Action Plan, if any:*



- ◎ **1d. Describe the supports that are necessary to increase the access and ability of parents and family members to become language models**
- ◎ *Considerations:*
- ◎ *Action Plan, if any:*

# Assistive Technology

- 2 **Assistive Technology** (AT) can be thought of as any item that supports a child's ability to participate actively in his or her home, childcare program, school, or other community settings. (such as hearing aids, cochlear implants, fm systems, closed captions, videophones, adaptive toys, etc.)

**We are currently using the following Assistive Technology (as applicable):**

- b. **We are considering and/or would like more information on the following:**

*Action Plan, if any:*

# Peers/Adult Role Models

3. **Identify opportunities for direct communication with others who are deaf/hard of hearing. Discuss supports necessary for adult role model connections for the family, as well as opportunities for the child's direct interaction with other children their same age who are deaf or hard of hearing.**

*Opportunities considered:*

*Action Plan, if any*

# Programming Options/Natural Environment

4. **An explanation of all services and resources is provided and explored by the early intervention team. Discuss the supports necessary for the family to access these services and resources including the environment in which these may need to be provided.**

*Services/Programs considered:*

*Action Plan, if any:*

# Proficiency of Staff

5. List the qualified service providers on the IFSP team who have expertise, experience, and training in assessing and working with children birth – three who are deaf/hard of hearing. Specifically, explore those service providers with the expertise, experience, and training in the child's/family's chosen communication option(s), if known/decided. (Including appropriate certification).

*Considerations:*

*Action Plan, if any:*

# In the Community

**6.a. Identify the community opportunities/activities in which the family would like to participate. (examples: playgroups, baby gyms, music programs, story time at the library, etc)**

*Considerations:*

*Action Plan, if any:*

**b. Discuss resources and supports necessary to provide full communication access in these community settings in order for the child/family to fully participate. (examples: visuals, seating, interpreting, FM, Sound field, group size, etc.)**

*Considerations:*

*Action Plan, if any:*

# How to use this in your state

- Use this PPT for training
- Potential for legislative mandate to include in your state so that it's a required attachment to the IFSP
- How this may apply to new federal "Primary Coaching Model" (most relevant to the primary disability); daily routines; pulls the parent into the conversation

<http://www.cdc.gov/ncbddd/hearingloss/freematerials.html>

- Other resources are available at the CDC link, including the Decision Guide to Communication Choices for parents of children who are deaf or hard of hearing.
- Questions to ask your: Audiologist, SLP, ENT, EI Provider etc.
- What's next?...join the group and see
- Contact Janet or Terri for more info.



# Contact us at:

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