

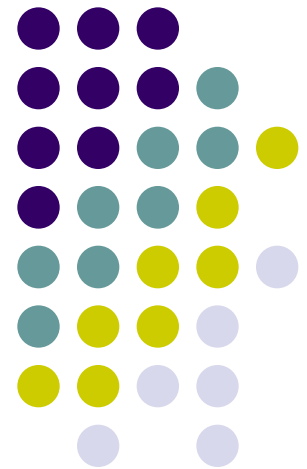
Systems Jigsaw: Providing Deaf/Hard of Hearing Specific Services Within Unique State Systems

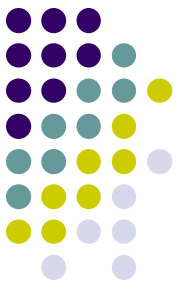
Karen Clark, UT Dallas Callier Center for
Communication Disorders

Cindy Lawrence, Outreach Services for Deaf
and Hard of Hearing Children, Indiana

Debra Lively, Professor of Teacher
Education, Saginaw Valley State University

Clare Sullivan, Georgia PINES, Georgia
State University





Early Intervention Providers

- Policy/best practice documents emphasize importance of early intervention (EI) providers with specialized knowledge and skills.

ASHA-CED Technical Report 2008, JCIH Position Statement 2007, Marge and Marge Consensus Report 2005

- Research suggests that providers with specialized skills improve outcomes.

Calderon, 2000; Kennedy et al., 2005; Moeller, et al., 2007; Nittrouer & Burton, 2003; Yoshinaga-Itano, 2003)

Department of Human Services

State School for the Deaf

Department of Education

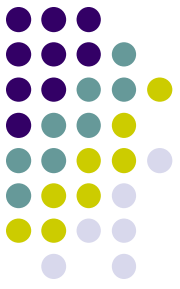
Multiple State Agencies
Often Share Responsibility
for EHDI

Part C Agency

Department of Health

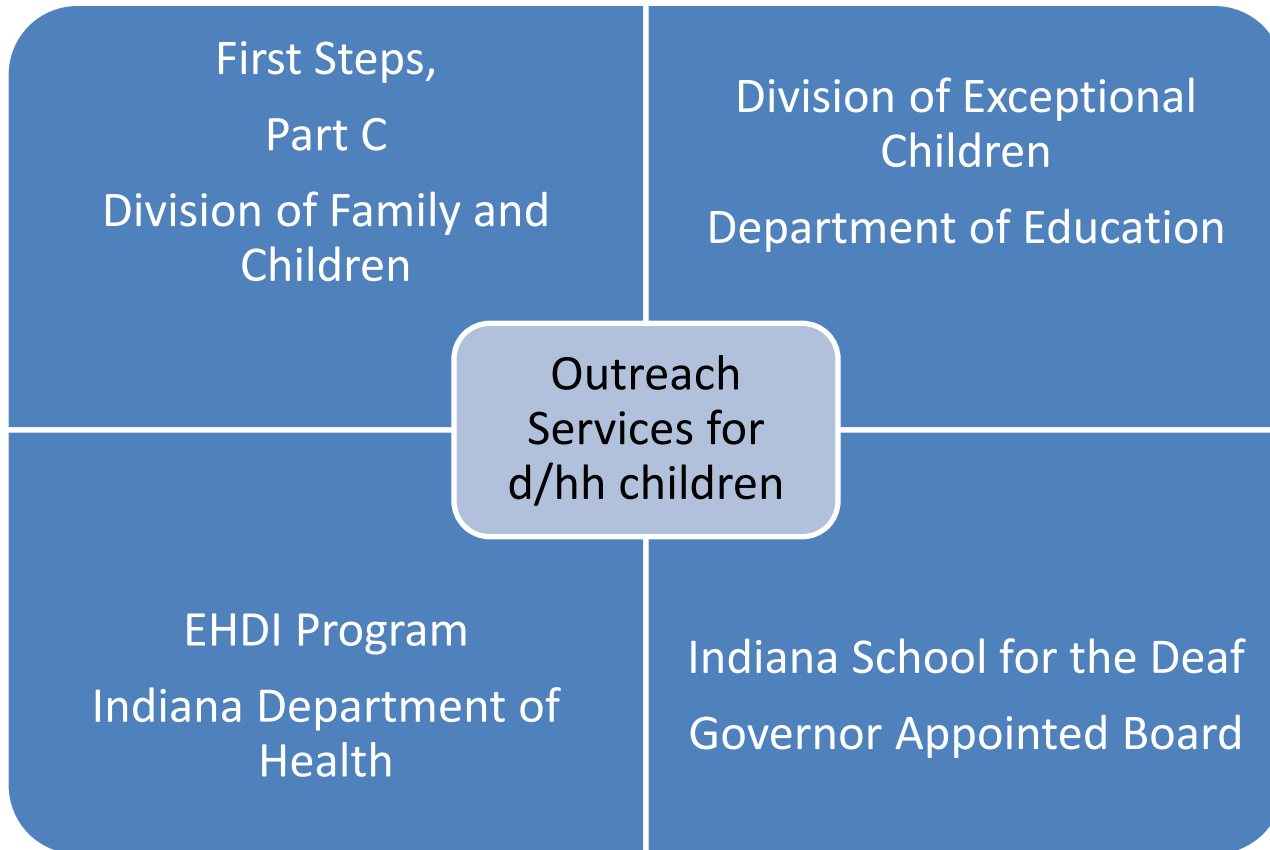
Private Provider Contracts

Core Values



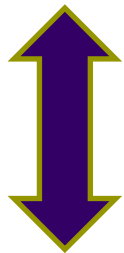
- Family-Centered Services Support:
 - Fully informed family decisions
 - Family determined outcomes
 - Service provision through information, support, modeling/coaching
 - Communication opportunities/matches
- EI providers with knowledge and skills in service provision to infants/toddlers d/hh
- Natural environment / routines
- Ongoing assessment

State Structure - Indiana



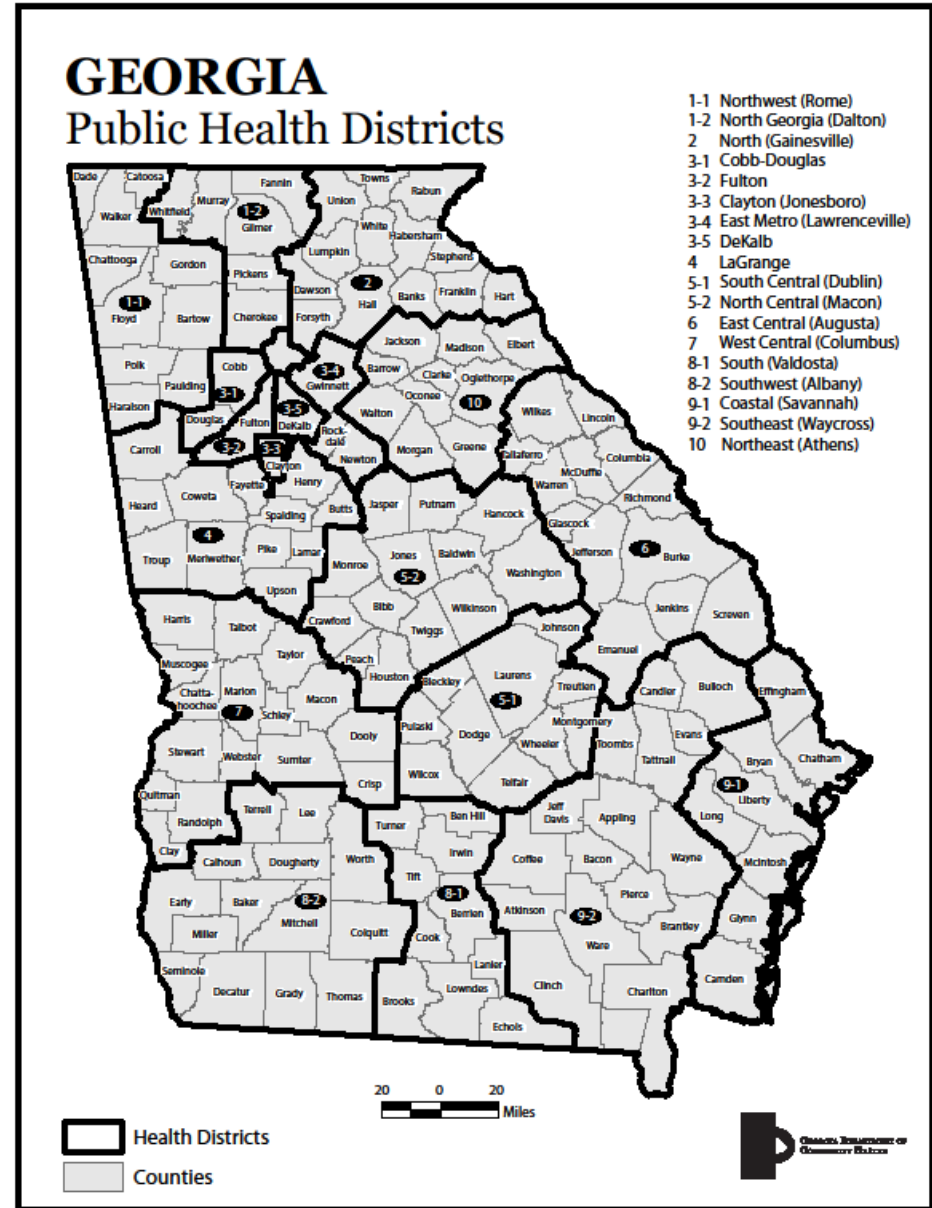
❖ **Point of Entry**
Children 1st
Department of
Community Health

❖ **Part C**
Department of
Community Health

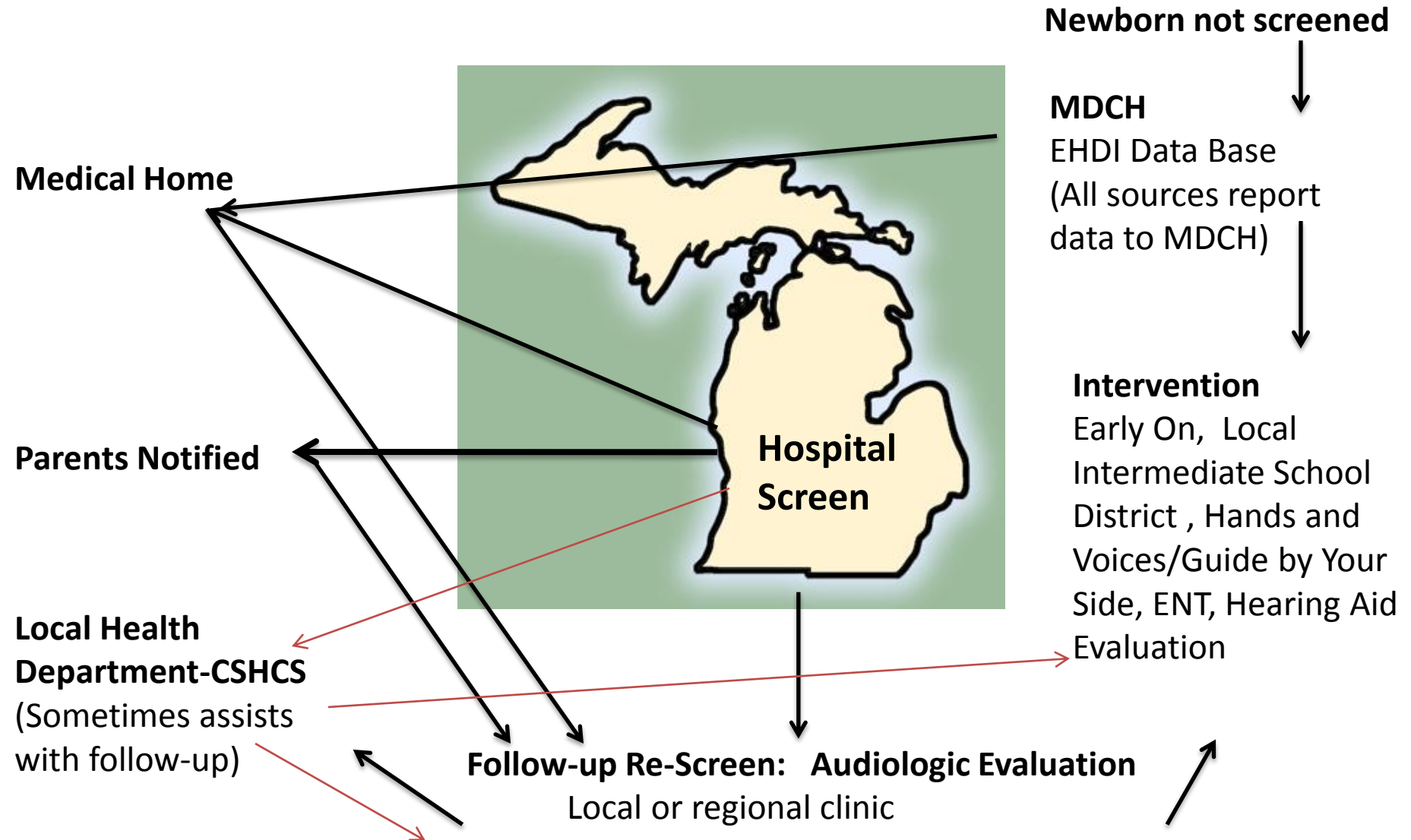


Contract for
Orientation Visit

❖ **Georgia PINES**
Department of
Education



State Structure - Michigan



State Structure – Texas

Navigating the Texas Early Intervention System



Referral to Early Intervention
by or before 6 months of age

Your family is referred to your local Early Childhood Intervention Program (ECI) within two days of identification of your child's hearing loss. Your family is referred to your Local Education Agency (LEA)/Regional Ray School Program for the Deaf (RRSPD)/Texas School for the Deaf (TSD) within 8 days of referral to ECI.

Assessment and development of Individual Family Service Plan (IFSP)
within 45 days of referral to ECI

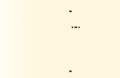
Service Coordination/additional early intervention services provided by ECI. Deaf Education Early Intervention Services provided by LEA/RRSPD/TSD.

ECI and local education agency's Deaf Education Early Intervention Services (school district, RRSPD, TSD) are available, when determined by an IFSP, until your child is three years old. ECI and LEA will coordinate transition services before your child's third birthday.

Services for students who are deaf or hard of hearing and/or other special education services are available through your LEA/RRSPD/TSD from ages 3 – 21 when determined by an Individual Education Plan (IEP).

This page is designed to provide a visual overview of Texas' comprehensive system of early intervention services for families of infants and toddlers with hearing loss. Texas Connect Topic Card #10 has more information on early intervention services.

Department of State Health Services
UNHS



Memorandum of Agreement for Early Intervention Services

Department Assistive/Rehabilitative Services, Early Childhood Intervention - Part C Lead

Local Education Agency, Regional Program, State School for Deaf – d/h specific EI services

Program Implementation - IN

- Referrals to First Steps and/or private providers/and or Outreach
- Parent Advisors (PAs), have Deaf Education or related background, and SKI HI Certification
- IFSP coordinated by First Steps Service Coordinators and PAs are listed in the plan and may attend the meetings
- SKI HI Curriculum, supplemental materials, biannual training includes guest speakers
- Outreach provides Deaf Role Models as requested
- National Early Childhood Assessment Project (NECAP), Eligibility Determination Team, Language Development Scale (LDS)

Program Implementation - MI

- Referral Process: Initial- Medical Home and parents notified- possible local Health Dept; Re-screen; Intervention
- Knowledge/skills/certification of D/HH EI provider: Certified teachers of the D/HH, possible Early On generalist, OT, PT, TCVI
- Individual Family Service Plan (IFSP) –Coordinated by local Intermediate School District or Early On local agency.
- Curriculum: SKI-HI Curriculum, other resources, bi-annual Academy
- Measurement of child outcomes-Michigan Outcomes Summary

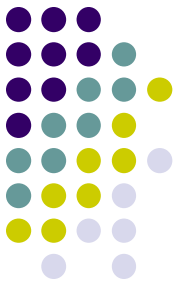


Program Implementation - GA



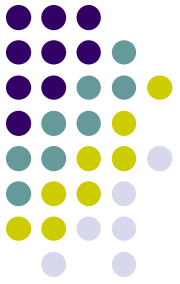
- Referrals made to Children 1st District UNHSI Coord.
Referral shared with Part C and Georgia PINES
Families receive Orientation Visit from PINES
- Georgia PINES staff, certified Teachers of D/HH, audiologists or SLPs experienced with d/hh
- IFSP coordinated by Babies Can't Wait, PINES on IFSP as Family Training and can participate in IFSP Individual Program Plan in addition to IFSP
- SKI-HI Curriculum, Listening for Littles, D. Sindrey, Just for Fun, HOPE Publishing, and others
- IFSP assessments by Part C, language/listening by PINES

Program Implementation - TX



- All referrals to Part C Agency; Part C refers to local education agency (LEA).
- Teacher of D/HH certification required for LEA early intervention provider.
- Teacher of the D/HH part of EI team and IFSP development
- SKI-HI Curriculum (supplemental materials)
- IFSP assessments – Part C/LEA shared; NECAP pilot project

Final Thoughts



- Strengths
- Challenges