



# Interprofessional Preparation of Early Interventionists: Scholar Perspectives



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## Overview

The Interprofessional Preparation of Early Interventionists (IPEI) project was designed to increase the number of qualified teachers of the deaf and speech-language pathologists prepared, through interprofessional practices, to provide family-centered early intervention to children who are deaf/hard of hearing (DHH) and their families. Students benefit from learning with other disciplines to approach families and children with hearing loss in a holistic manner. Early Intervention Deaf Education (EIDE) and Speech Language Pathology (SLP) students experience interdisciplinary preparation through field experience, coursework, cohort(s) meetings, journal clubs, professional conferences, and Fontbonne annual forums. Interdisciplinary practice is recommended for family centered intervention because it allows professionals to be experts in their field, but also have knowledge in another field. Professionals are able to use resources from other disciplines to further explore options for families and children. Collaboration between professionals is key to support best outcomes for students that have high intensity learning needs. At the end of the program, scholars will understand child language, literacy, and audiologic development, collaborate with professionals across disciplines, assess and address child development needs, establish relationships with families, develop effective curriculum and instructional plans, understand program administration, advocate for the provision of high-quality services, and demonstrate critical thinking through reflection and lifelong learning.

*"I feel more confident working with and learning from deaf educators and SLPs... I have come away from these experiences with a more whole and complete view of what effective intervention looks like."*

- Julie Jagiello, EIDE  
Class of 2020, Cohort 2

*"At the professional forum, we had the unique experience of learning how both fields work together to maximize outcomes for young children who are deaf/hard of hearing and their families ."*

- Adam Neff, SLP  
Class of 2020, Cohort 2

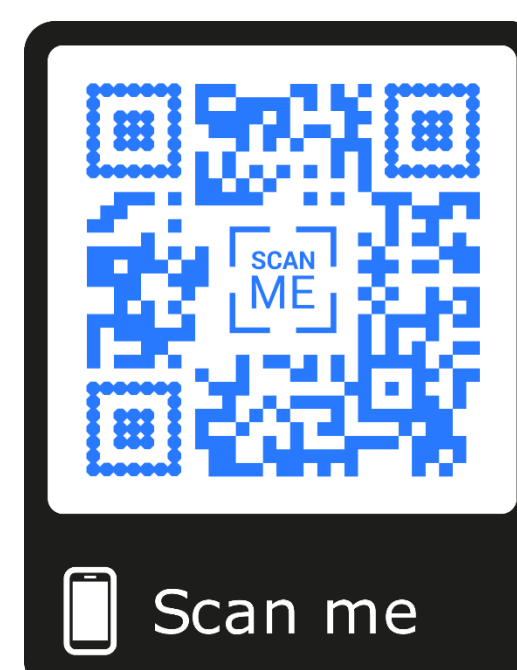
## Required Interprofessional Coursework

CDS 500 Introduction to Research Methods (3 credits)	CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)	CDS 531 Communication Development for Children who are DHH (3 credits)
CDS 512 Language and Literacy (3 credits)	CDS 539 Family-Centered Field Experience (1 credit)	CDS 552 Counseling Issues in Communication Disorders (3 credits)
CDS 555 Pediatric Audiology and Habilitation (3 credits)	CDS 572 Collaborative Seminar (1 credit)	CDS 511 Family-Centered Intervention (3 credits)

## Learn more and stay in touch!

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*"The simulated patient experience gave me an understanding of early intervention in the way of handling real emotions parents go through everyday and what areas they may need support in ."*

- Trish Mantia, EIDE  
Class of 2020, Cohort 2

*"I felt well prepared for my job interviews... All were impressed with my IPEI background which made it easy to speak about family-centered practice, child development, and hearing loss in a more conversational style."*

- Allison Phelps, SLP  
Class of 2019, Cohort 1