Professional Development for Early Intervention Providers

EHDI Conference 2008
Marilyn Sass-Lehrer
Beth S. Benedict
Gallaudet University

Overview of Presentation

- Background and Rationale for Gallaudet Leadership Institute on Early Education
- Process of Developing Leadership Program
- Role of National Advisory Panel
- Teaching/Learning Strategies
- Evaluation and Feedback from Participants
- Future Collaboration and Alternative Learning Models

Gallaudet Leadership Institute

- Began 2002
- Purposes
  - Address needs of individuals working in for-profit and non-profit corporations and agencies;
  - address the critical and growing shortage of certified and qualified leaders to serve in schools and programs for the deaf, and social service agencies, especially those from under-represented ethnic populations;
  - provide a flexible array of education and training modules designed to respond to individual needs identified through surveys of potential constituencies:
  - develop and implement an array of possible delivery options to meet the diverse learning needs of potential constituencies, including online courses, distance education courses and seminars, regional weekend programs, institutes at Gallaudet and through the consortium of regional programs, and other innovative and hybrid approaches.

GLI Programs

- Programs
  - Entrepreneur Leadership Training Program
  - Deaf Women's Leadership Program
  - Educational Leadership
  - Consumer, Family, and Community Advocacy
  - Association Leadership and Management Program
  - Enhancing Deaf Education: Language Planning and Leadership (Summer 2008)
  - Leadership in Early Education Professional Development

Background and Rationale

- Success of early identification demands more and better early intervention services and providers
- Research on outcomes:
  - Early and comprehensive early intervention
  - Trained and experienced providers

  JCIH (2007); Marge & Marge (2005); Moeller, 2000; Moeller et al., 2007; Stredler-Brown & Arehart, 2000; Yoshinaga-Itano (2003)

Development of Early Education Professional Development Program

- Early Intervention identified as priority area
- Advisory Panel Meetings – November 2005: January 2006
  - 12 Members
    - Deaf, Hearing; Parents, Professionals, Diverse Backgrounds
  - Agenda
    - Sharing Information Legislation, Policy, Research
    - Sharing Program Information (CHIP, ISD, Boystown, SKI-HI)
    - Language Planning and Implementation
    - Sharing Resources (Assessments, Materials)

Leadership Development Advisory Panel

- Conclusions:
  - National Need to Prepare Early Intervention Specialists
  - Need for Training that Focuses on:
    - Developmental vs Pathological/Medical Perspective
    - Language Planning and Implementation
    - Partnerships – Deaf and Hearing Communities
    - Deaf/HH Professionals in Leadership Positions
    - Professionals Working with Young Children & Families

Delivery Model

- Program
  - Certificate Program of Series of 4 Courses
- Target Audience
  - Current or Prospective Employment in Early Intervention or Early Education
  - Deaf and Hearing Professionals
  - Sign Language Proficiency – Not Required
  - Professional Studies Credit vs University Credit
- Accessibility
  - Nationally (internationally)
  - Hybrid Approach

Course and Instructional Development

- Investigated distance education models
- Met with technology experts
- Design of Courses
  - Address outcome areas, avoid gaps, overlap, maintain focus of program
  - Design of courses should be similar
  - Take advantage of available technology -KISS
  - Take advantage of experts – but not lose “control”

Course of Study

- Socio-Cultural and Political Contexts of Early Education
- System Approach to Language and Communication Planning
- Perspectives on Families – Culture and Communities
- Assessment, Planning and Instructional Outcomes

Plan of Study – Pilot Year

- Summer 2007
  - On-campus Orientation to Distance Education
  - Development of the Cohort
  - Course One
    - Part One On Campus
    - Part Two – Online Learning
- Fall 2007
  - Course Two
  - Fully Online

Plan of Study (continued)

- Spring 2008
  - Course Three
  - Fully Online
- Summer 2008
  - Final Course
  - Part One Online
  - Part Two On Campus

Teaching and Learning Strategies

- Readings
- Family and Child Studies
- Presentations by Experts
  - Power Point
  - DVD
  - ECHO 360
- Individual Projects
- Group Projects
- Discussion Board
- Blog/Vlog

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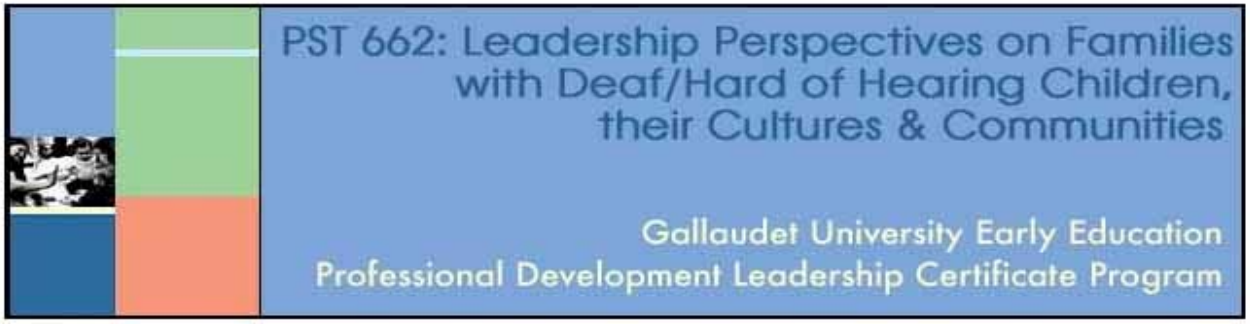
- Unit 3 Culture and Communities
- Unit 4 Sustaining Relationships
- Unit 5 Decision Making
- Unit 6 Strategies for Support
- Unit 7 Resources and Advocacy
- Proposal Updates
- Discussion Board
- Class Blog/Vlog

Tools

- Communication
- Course Tools
- My Portfolios
- Course Map

PST662-OL1-SPR08 LEADERSHIP PERSPECTIVES ON FAMILIES WITH DEAF/HARD OF HEARING CHILDREN, THEIR CULTURES & COMMUNITIES (PST662-OL1-SPRING2008)
> ANNOUNCEMENTS



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February 06, 2008 - February 13, 2008

Fri, Jan 11, 2008 -- *Welcome to PST 662 - Leadership Perspectives on Families* Posted by: Marilyn Sass-Lehrer

Hello Everyone and Welcome to Class 3! You will notice many similarities in the course from the past as well as some new (and we hope improved) organization features.

Please be sure to read through the Course Information and Syllabus before you begin. Check the Announcements each time you log on to be sure that you have the most current information and are alerted to revisions or modifications that we have made.

We are looking forward to interacting with you once again in this course! -beth and marilyn

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Communication and Language Planning for Young Deaf and Hard of Hearing Children and their Famil - Internet Explorer provided by

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Communication and Language Planning for You...

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Communication and Language Planning for Young Deaf and Hard of Hearing Children and their Families

Amy Hile

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ASL Milestones vs. Spoken language Milestones

- Global development
  - Babbling sign or spoken
  - Numbers of signs/words
  - Errors
    - Production
    - Syntax
- Simple and complex sentences

created with Apreso

ASL Milestones

- Birth to 1;0
  - babbling
- 1;0 - 2;0
  - 1-2 signs
- 2;0 - 4;0
  - 2-4 signs/phrases
  - SVO
- 4;0 - 5;0
  - Phrases/sentences
- 5;0 - 6;0
  - Being to use complex sentences
- 6;0 - 13;0
  - Complex sentences

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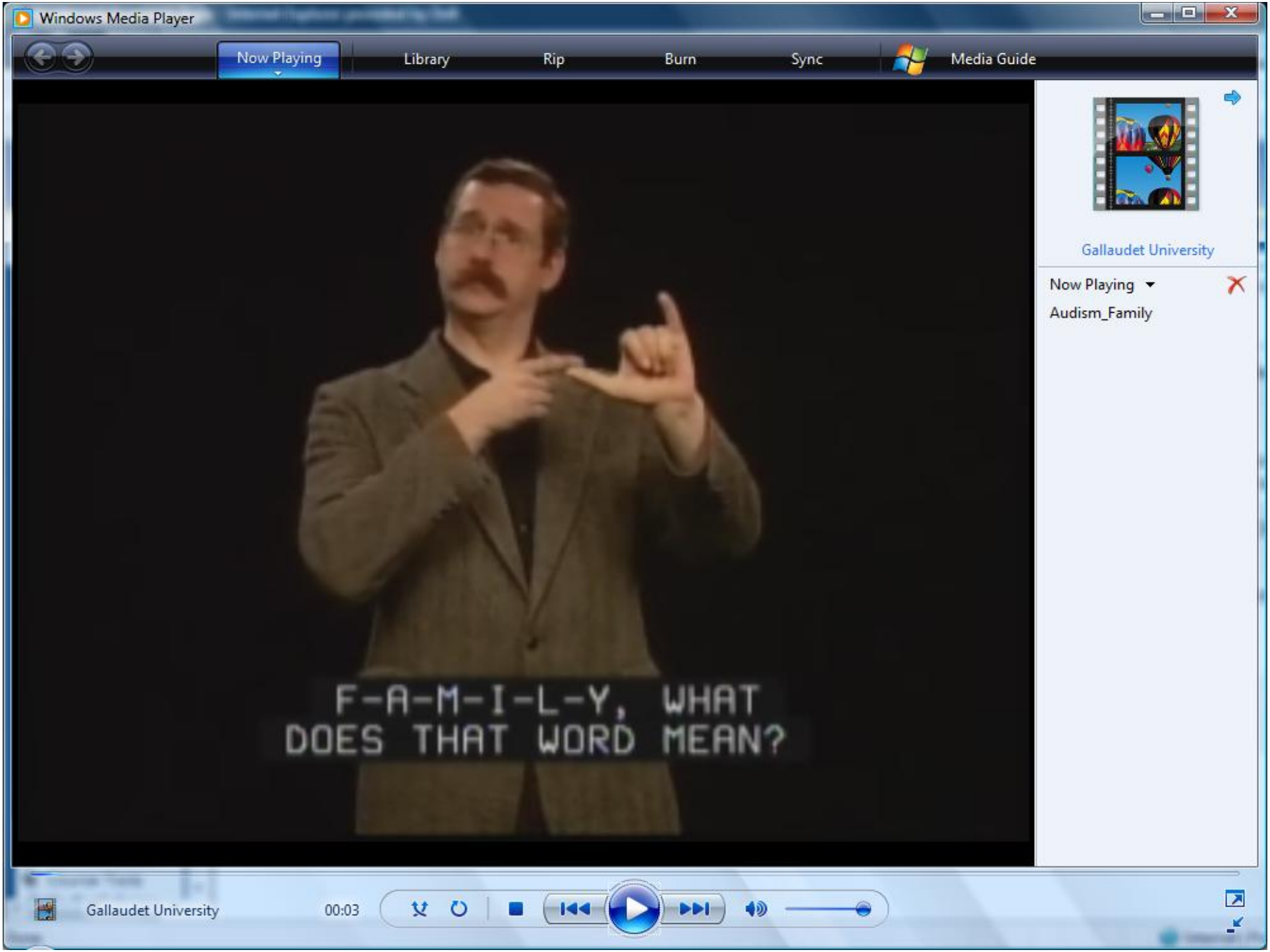
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Find
Informed Choice and Deaf Children: Underpinning Concepts and Enduring Challenges
Alys Young
University of Manchester
Gwen Carr
National Deaf Children's Society
Ros Hunt
Wendy McCracken
University of Manchester
Amy Skipp
National Deaf Children's Society
Helen Tattersall
University of Manchester
This article concerns the first stage of a research and development project that aimed to produce both parent and professional guidelines on the promotion and provision of informed choice for families with deaf children. It begins with a theoretical discussion of the problems associated with the concept of informed choice and deaf child services and then focuses specifically on why a metastudy approach was employed to address both the overcontextualized debate about informed choice when applied to deaf children and the problems associated with its investigation in practice with families and professionals. It presents a detailed analysis of the conceptual relevance of a range of identified studies "outside" the field of deafness. These are ordered according to 2 main conceptual categories and 7 subcategories—(a) the
ature of information: "information that is evaluative, not
tice guidelines on "informed choice" in service provision for families with deaf children (birth to 3 years). It focuses in particular on how and why a metastudy approach (Thorne, Jensen, Kearney, Noblit, & Sandelowski, 2004) to informed choice *outside* the field of deaf children and families was employed in preparation for primary data collection. The authors argue that in order to maximize the exploratory, consultative approach they wished to take in the main study, a means was required to challenge the overcontextualized meanings attributed to informed choice among parents and professionals in the deafness field, as well as among themselves. The conceptual issues
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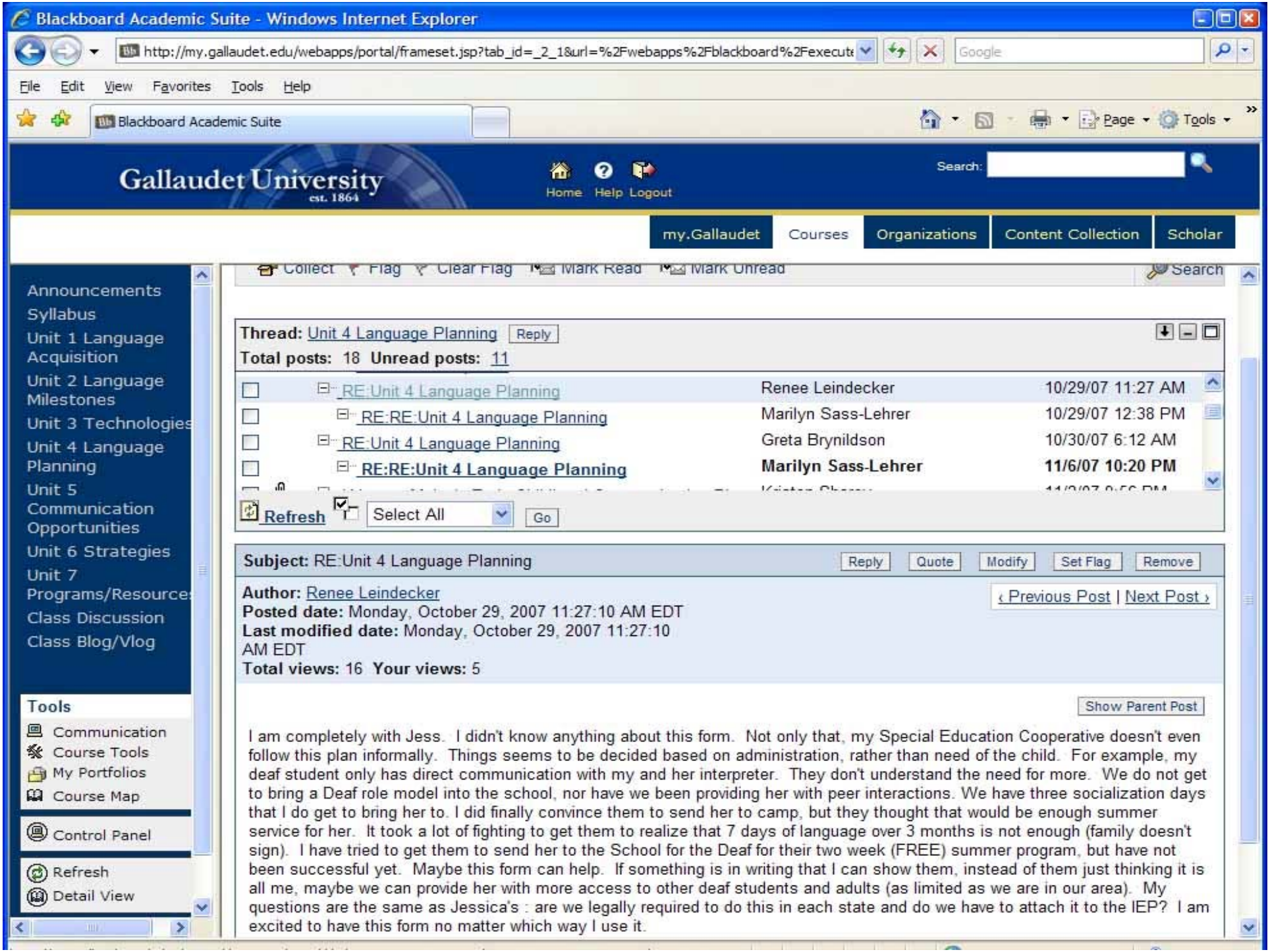
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Course Map
Control Panel
Refresh
Detail View
Collect Flag Clear Flag Mark Read Mark Unread Search
Thread: Unit 4 Language Planning Reply
Total posts: 18 Unread posts: 11
RE:Unit 4 Language Planning Renee Leindecker 10/29/07 11:27 AM
RE:RE:Unit 4 Language Planning Marilyn Sass-Lehrer 10/29/07 12:38 PM
RE:Unit 4 Language Planning Greta Brynildson 10/30/07 6:12 AM
RE:RE:Unit 4 Language Planning Marilyn Sass-Lehrer 11/6/07 10:20 PM
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Subject: RE:Unit 4 Language Planning Reply Quote Modify Set Flag Remove
Author: Renee Leindecker
Posted date: Monday, October 29, 2007 11:27:10 AM EDT
Last modified date: Monday, October 29, 2007 11:27:10 AM EDT
Total views: 16 Your views: 5
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I am completely with Jess. I didn't know anything about this form. Not only that, my Special Education Cooperative doesn't even follow this plan informally. Things seems to be decided based on administration, rather than need of the child. For example, my deaf student only has direct communication with my and her interpreter. They don't understand the need for more. We do not get to bring a Deaf role model into the school, nor have we been providing her with peer interactions. We have three socialization days that I do get to bring her to. I did finally convince them to send her to camp, but they thought that would be enough summer service for her. It took a lot of fighting to get them to realize that 7 days of language over 3 months is not enough (family doesn't sign). I have tried to get them to send her to the School for the Deaf for their two week (FREE) summer program, but have not been successful yet. Maybe this form can help. If something is in writing that I can show them, instead of them just thinking it is all me, maybe we can provide her with more access to other deaf students and adults (as limited as we are in our area). My questions are the same as Jessica's : are we legally required to do this in each state and do we have to attach it to the IEP? I am excited to have this form no matter which way I use it.

What We're Learning

- Distance Education Learning is Not for Everyone
  - Requires Time
  - Self-Discipline
  - Motivation
  - Commitment
- Instructors Need Training and Support
  - Quality Matters – www.qualitymatters.org
  - Experienced Distance Education Providers
  - Tech Support for Instructors and Participants
- Next Year will be Even Better!

Feedback from Participants

- I am VERY excited about this program and the coursework … I feel like we are the first people (beyond the medical professionals) that are really beginning to work with these children and their families. Gaining more knowledge to help them become better advocates for themselves through sharing my own knowledge is a strong goal of mine that I hope to obtain from this program.” …
- “I like hearing how things are run in different areas of the U.S. and comparing them to my program. It gives me ideas of ways I can improve and also reminds me of things I am doing that are right on target.” …
- “It was so wonderful to have direct communication instead of third party communication. … I enjoyed interacting with the other students; I’m excited to have them become my network to share and work together.”…
- “I want to emphasize how much I appreciate the "openness" of the class communication. I felt very comfortable and included in all discussions.” …
- “I am anxious to share all of our great discussions with my co-workers.”

Future Goals for Collaboration and Alternative Models

- Establish a Network of Resources for Professional Training in Early Intervention
  - What Programs are Available
  - What are their Models for Learning
  - How can we Support Each Other
- Agree on Standards of Learning for Early Intervention Training
- Consider Developing Individual Courses for Other Programs
  - Auditory Learning
  - ASL-English Bilingual Early Education