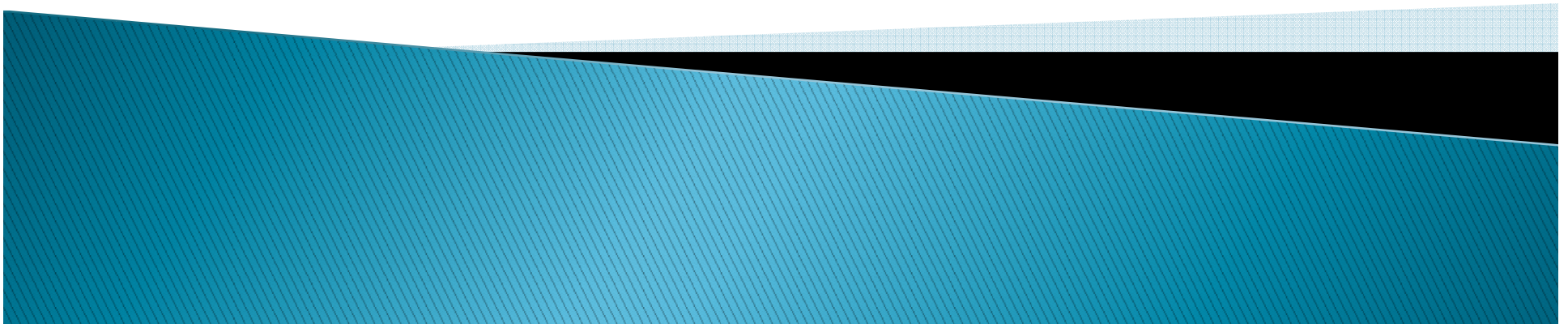
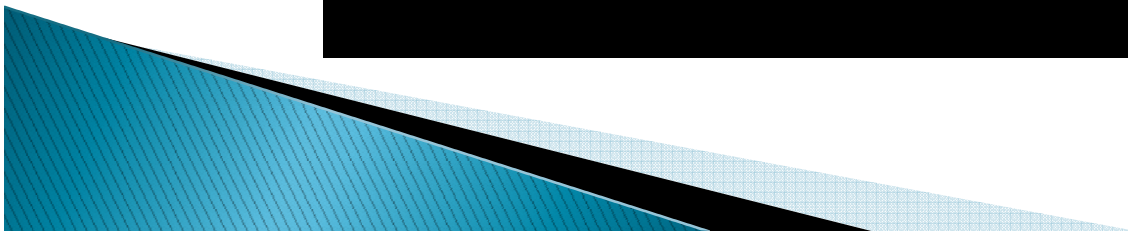
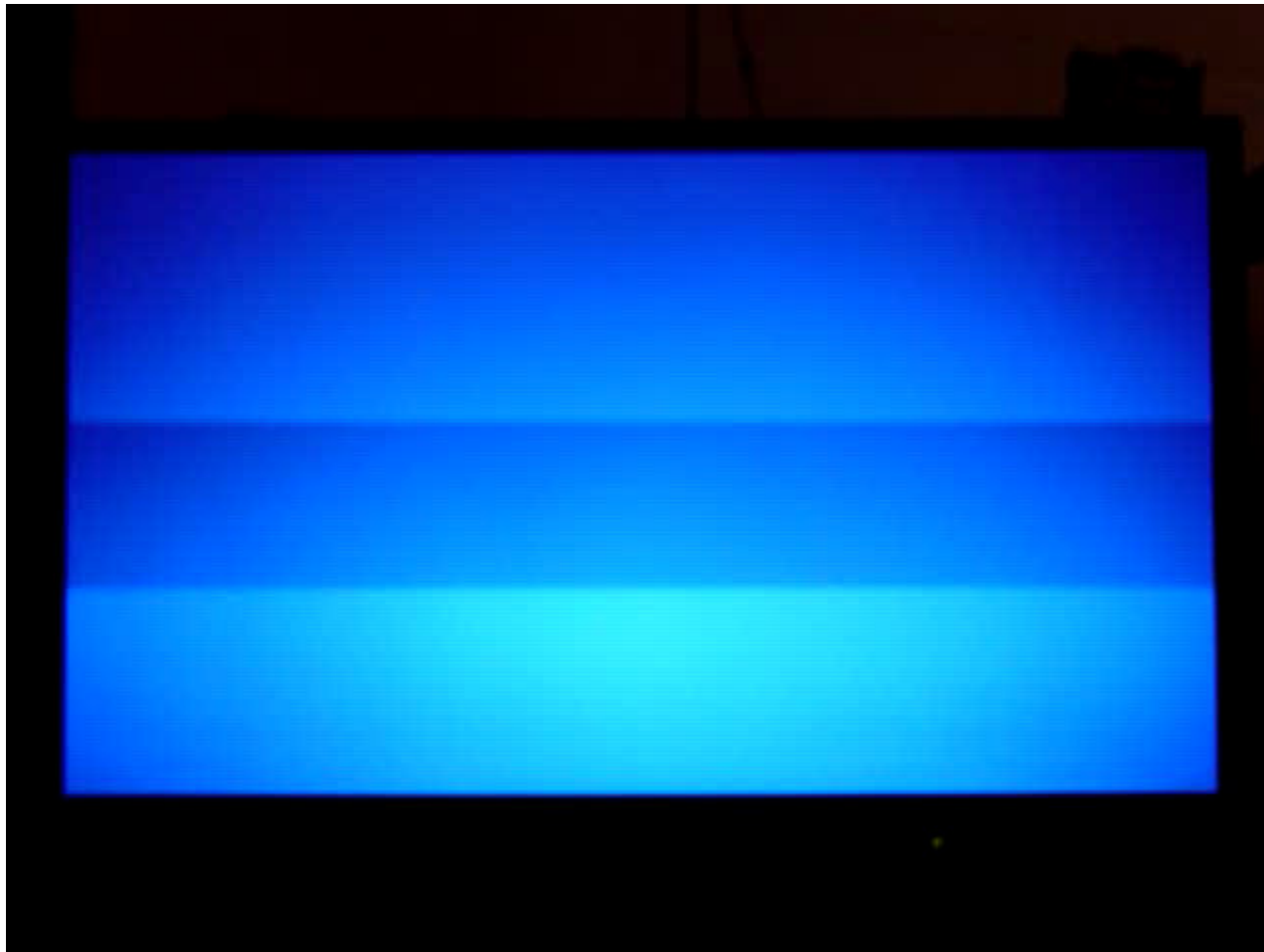


It's Not About Turf or Territory

Early Hearing Detection and Intervention Conference
Dallas, TX
March 9 - 10, 2009

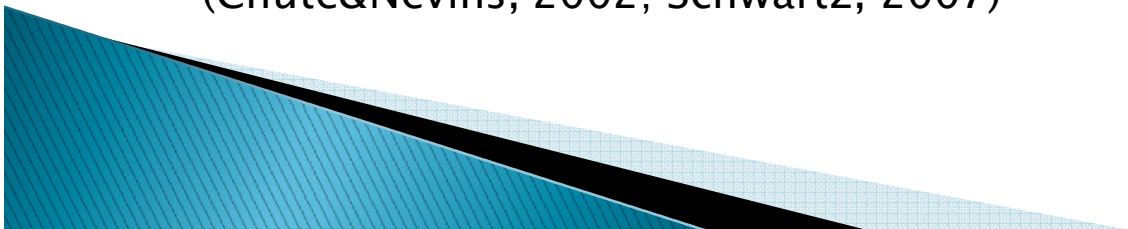


Parent Interview



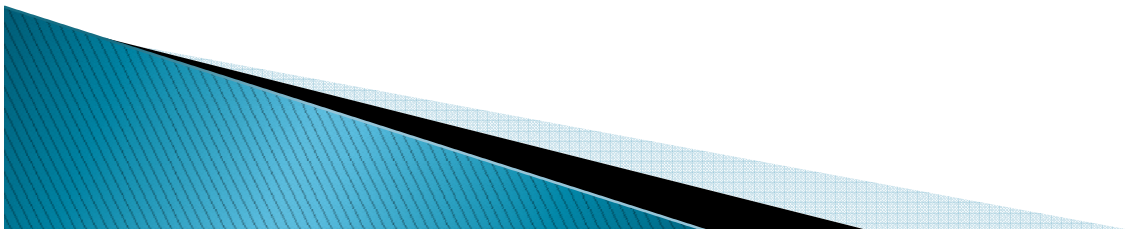
Critical Role of Deaf Professionals in the Delivery of Services

- ▶ Providing families support and hope for their deaf/hard of hearing child (JCIH 's 2007 Position Statement; Meadows–Orlans, K.P., Mertens, D.M., & Sass–Lehrer, M., 2003)
- ▶ Sharing challenges and accomplishments growing up as a deaf/ hard of hearing person (Beginnings 2007 Parent Manual)
- ▶ Building a bridge to connect families to deaf community (Beginnings 2007 Parent Manual; Chute & Nevins, 2002)
- ▶ Encouraging families to have high expectations for their deaf/hard of hearing child (Schwartz, 2007)
- ▶ Helping families to consider their deaf/hard of hearing child's social and emotional needs (Chute&Nevins, 2002; Schwartz, 2007)



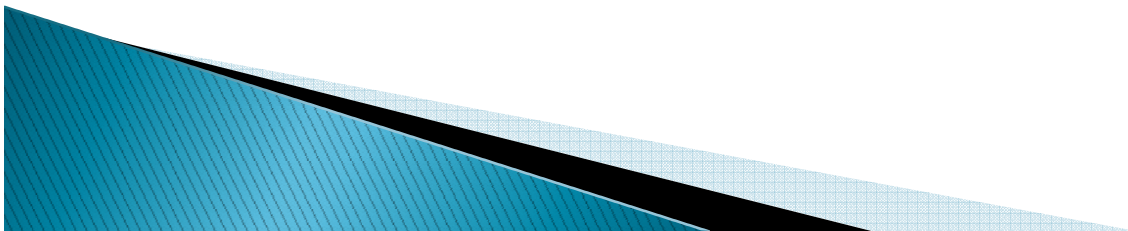
Resources

- ▶ Beginnings (2007) Parents' Manual, PO Box 17646, Raleigh, NC 27619, 919-850-2746, www.ncbegin.org.
- ▶ Chute, Patricia & Nevins, Mary Ellen (2002) *The Parents' Guide to Cochlear Implants*. Washington, D.C.: Gallaudet University Press.
- ▶ Joint Committee on Infant Hearing (2007). Year 2007 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs by Joint Committee on Infant Hearing. *American Academy of Pediatrics* (pages 898-921) Volume 120, Number 4 October 2007.
- ▶ Meadows-Orlans, K. P., Mertens, D. M., & and Sass-Lehrer, M. (2003). *Parents and Their Deaf Children – The Early Years*. Washington, D.C.: Gallaudet University Press.



Parent to Parent

- ▶ Philosophy
- ▶ Listening Skills
- ▶ Supporting Other Parents
- ▶ Confidentiality



How Are You Supporting Families?

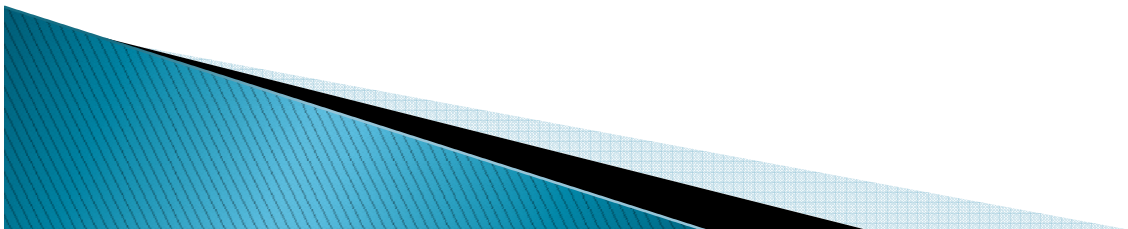
Early intervention: How am I supporting families?

Key actions supporting families	Seldom	Often	Always
At the beginning of each home visit, do you ask families:			
For feedback/comments e.g., "What's happening with Jay since our last visit?"			
What they would like to discuss/look at e.g., "Besides our current goals for Jason, are there other things you'd like to talk about today?"			
During the home visit, do you:			
Individualize suggestions by talking to families about their culture & daily routines.			
Translate professional terms/jargon into family-friendly language.			
Give families choices by inviting questions and comments about their idea of "helpful" support e.g., "How will this (strategy, idea, resource) work for you?"			
Build on child/family strengths and interests e.g., "Since you enjoy playing the piano, let's see how you can help Maya use her fingers to press the keys..."			
Use natural learning opportunities with a child's familiar people, toys & materials rather than present planned activities with your own toy bag/equipment.			
Talk about the various locations/activities within a family's home/community in which they would like to see their child participate.			
Link families with parent-parent supports via local, state & online networks and encourage them to use informal community resources, not only formal EI services.			
Balance listening to families and facilitating their comments/questions with information giving (How much of each visit do you talk vs. listen?)			
Invite family members to interact with you (try out a strategy together, tell you/show you what might work, keep notes etc.) not just watch what you do with a child.			
Encourage parents and look for <i>their</i> effective interactions/actions with their child e.g., "When you sit LaShawn up like that, she picks up her toys so much easier!"			
Review progress with families by talking about how working toward IFSP goals is promoting a child's participation in family/community life.			
Figure out with families how to have fun with all their children.			
At the end of each home visit, do you:			
Review "who will do what" until the next visit?			
Ask: "How do you feel our visit went today? What strategies will be most useful?"			
Confirm the time, date and location for your next visit?			

11/06 B.Hanft with Anne Arundel, Charles, Garret & Washington County Infant/Toddler Programs

Functional Outcomes

- ▶ Meaningful
- ▶ Specific
- ▶ Family Identified
- ▶ Do-Able



Functional Outcome

Sammy will demonstrate complex play skills, use active listening strategies to follow directions, use words and conventions of speech to express his ideas and explore new ways to do things

Professional Outcome

Sammy will expand play skills, follow directions, use words, imitate and solve problems using play activities at home and in groups.

Parent Outcome

Criteria & Strategies

Sammy will complete 5 directed tasks, follow 10 directions and use 10 new words during interactive play for 30–60 minutes on 5 consecutive days

Providers will give families ideas and techniques for improving, comprehending, expressing, imitation, expanding play skills and solving problems. Teacher will discuss community groups and services.
Person's involved: SLP, Service Co., Parents, SPED

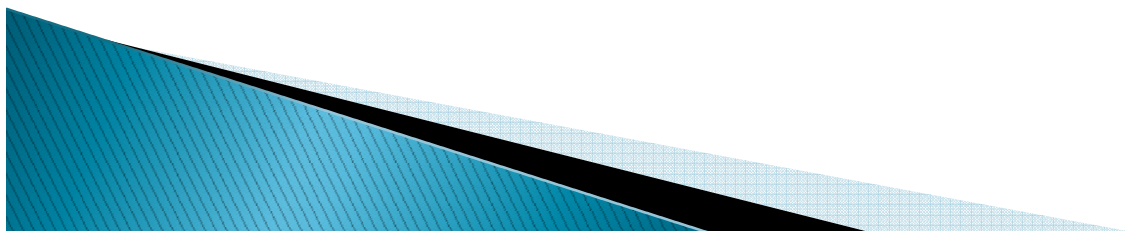
Criteria

Strategies

Impact of Early Intervention Services

	2006 Survey	2007 Survey
Parents can effectively communicate their children's needs	75%	75%
Families said they know their rights	76%	78%
Feel they are able to help their child develop and learn	81%	86%

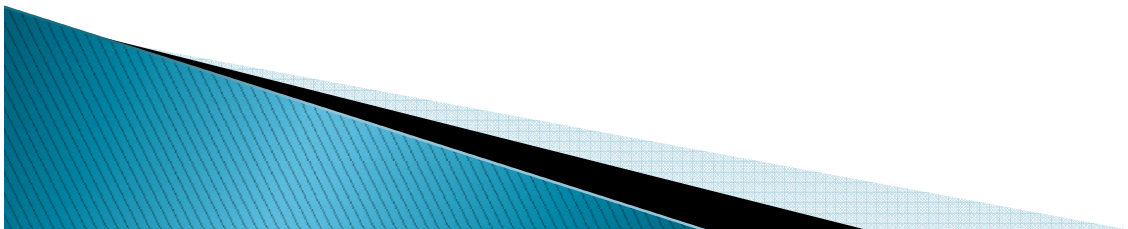
Maryland Part C State Annual Performance Report
for FY 2006 & FY 2007



It's not about turf or territory

- ▶ Early intervention systems as organizations of structure and relationships
 - ▶ Formal relationships
 - ▶ Informal relationships

Systems Organization and Management
Monica Grant, PT, DScPT, MS
Early Intervention Leadership Academy
MSDE CTE 2006



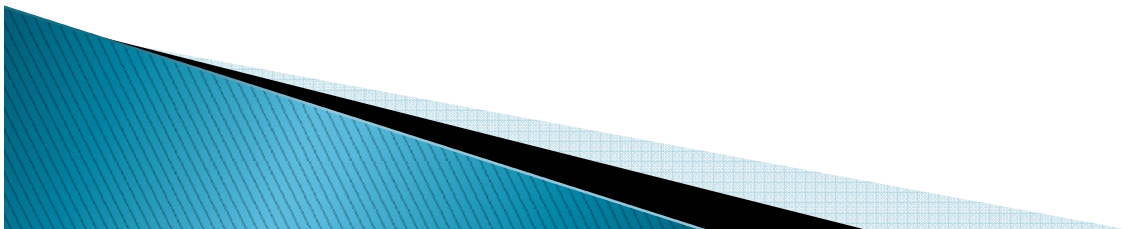
It is about systems, structures and people ...

“Systems and structures are things. They are programs. They have no freedom to choose. So the leadership ... comes from people. People design systems and all systems get the results they are designed and aligned to get.”

Covey, S. (2004)

The 8th Habit: From Effectiveness to Greatness

Simon and Schuster New York



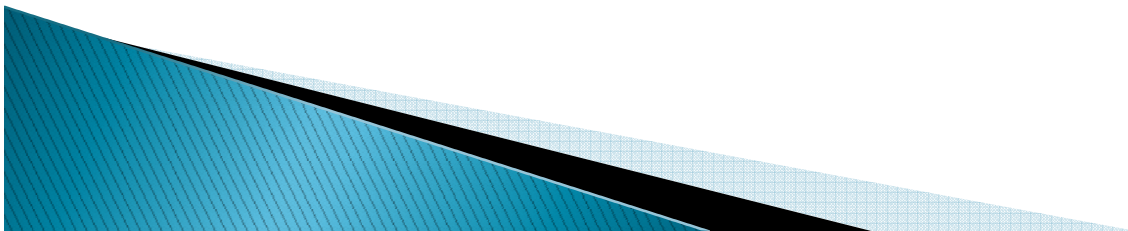
Look at this again

- ▶ “People design systems and all systems get the results they are designed and aligned to get.”
- ▶ The results for children and families are therefore determined by formal and informal relationships.



Question?

How can we impact these relationships to provide families with the supports and resources they are seeking?



Resources

- ▶ The Early Childhood Gateway

<http://www.mdecgateway.org>

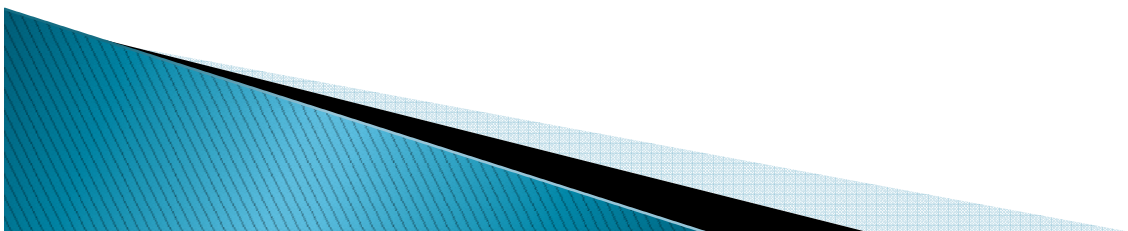
- ▶ The Early Intervention Leadership Academy

The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS) and Johns Hopkins Center for Technology in Education (CTE), offer the Early Intervention Leadership Academy (EILA). This unique program is designed to prepare aspiring and current leaders in local Infants and Toddlers Programs.

<http://www.mdecgateway.org/olms/data/resource/4843/EILA%20Program%20Fact%20Sheet.pdf>

- ▶ Final Report of the National Early Intervention Longitudinal Study (NEILS)

http://policyweb.sri.com/cehs/publications/NEILS_FinalReport_200702.pdf



Contact Information

Maryann Swann
Director
Maryland School for the Deaf
Family Education Early Childhood Dept.
(410) 480-4545 (v/vp)
Maryann.Swann@msd.edu

Deborah Marquez
Supervising Teacher - Columbia Campus
Maryland School for the Deaf
Family Education Early Childhood Dept
(410) 480-4542 (v)
(410) 480-4540 (v/vp)
Deborah.Marquez@msd.edu

Cheri Dowling
Parent Coordinator
Family Support & Resource Center
(410) 480-4597
Cheri.Dowling@msd.edu

Lori Moers
Supervising Teacher - Frederick Campus
Maryland School for the Deaf
Family Education Early Childhood Dept.
(301) 360-2071 (vp)
Lori.Moers@msd.edu

MaryAnn Richmond
Parent Group Facilitator & Teacher
Maryland School for the Deaf
Family Education Early Childhood Dept
(410) 480-4544 (tty)
(410) 480-4540 (v/vp)
Maryann.Richmond@msd.edu

