

Using Technology to Support Early Intervention

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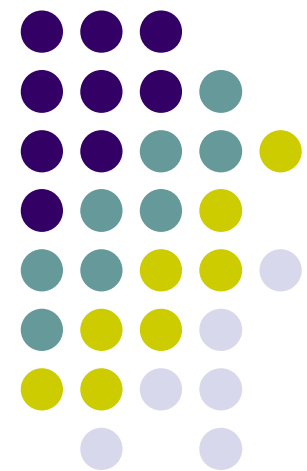
Colorado School for the Deaf and the Blind

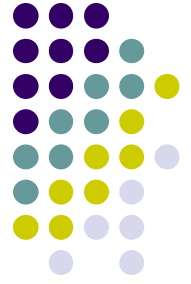
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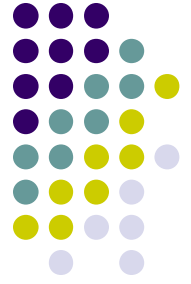




Learning Outcomes

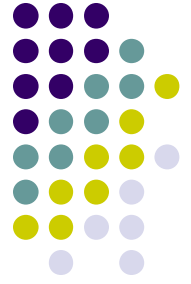
- Participants will be able to identify different ways to use technology for different distance learning purposes
- An understanding of funding and system supports needed to develop an effective means of delivering intervention to families living in rural areas
- An understanding of the pros and cons, as well as the limitations of each technology shared

Challenges



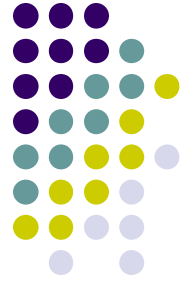
- Lack of qualified, experienced professionals in a region
- Fewer options for families
- Community capacity
- Funding
- Lack of professional development opportunities

Using Technology to Support Services In Rural Areas



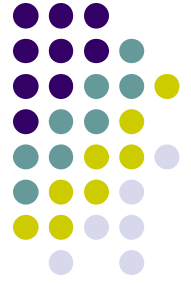
- Tele-health: A way to support professional teaming and/or direct service to children & families
- Tele-education: A way to support learning and training of providers in rural areas
- Technology options:
 - Video Conference equipment: A means to connect multiple individuals and/or multiple sites
 - Web-cams and Skype: A means to support the delivery of individual early intervention services in rural areas and for individual professional connectivity

Video-conference Technology



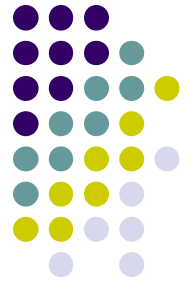
- Video conferencing equipment necessary for more than one-to-one communication
 - \$5000-10,000 on each end
- Technology support from conference bridge
- Ability to support multiple simultaneous sites
- High speed connectivity
- Can be used for multiple purposes in schools or communities

Challenges of Tele-health Services



- Access to equipment
- Need for tech support
- Scheduling
- Technology delay
- Planning sessions
- Team organization and communication

Tele-Health at the Marion Downs Hearing Center (MDHC)



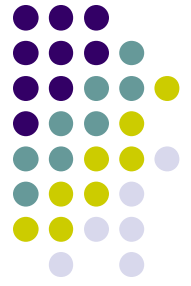
- Goal 1: To effectively and efficiently serve families in remote, less populated, difficult to access regions of Colorado
- Goal 2: To partner with other agencies to support professionals providing services to families
- Initial funding from Education grant (equipment) & MCH grant (staff and travel)
- Ongoing support from Dept of Ed, Dept of Health (EHDI) and LEND Audiology Training Grant

MDHC Keys to Success



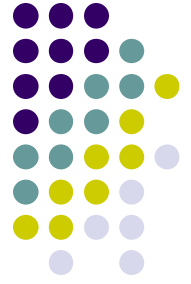
- Initial personal contact is necessary in order to effectively establish and individualize the experience.
(Length of this contact may vary depending on team and individuals.)
- Teaming and collaboration
- Desire by both parties to grow from the experience
- Flexibility
- Access to equipment

Strengths of Tele-health Services



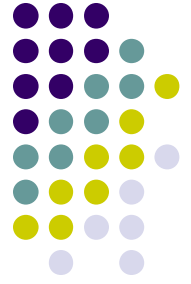
- Provides access to services and resources in remote areas
- Enhances teamwork
- Allows for consistent and ongoing support
- Creates a platform for brainstorming and problem solving
- Provides support in areas of auditory skill development and cochlear implant rehabilitation

Topics covered in sessions:



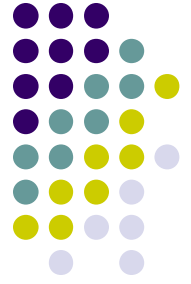
- Identifying effective activities and strategies to enhance listening and learning
- Promoting early literacy
- Exploring speech perception vs.. speech production
- Carryover of auditory skill development into the classroom
- Facilitating self advocacy
- Creating and maintaining high expectations
- Equipment management
- Use of music and singing
- Eliciting verbal responses
- Brainstorming opportunities for success
- Expanding vocabulary throughout all activities

Possible Funding Sources- Collaboration



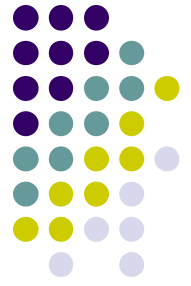
- School Districts
- Department of Education
- School for the Deaf and Blind
- Cochlear Implant Centers
- Federal and local grant funding
- PTA
- Community Resources
- Fundraising Efforts
- Other

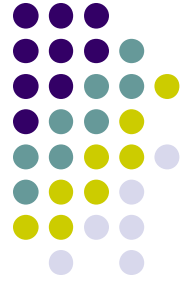
Use With Parents To Provide Early Intervention



- Provide consistent support to parents when personal contact from an experienced professional is inconsistent due to distance and weather conditions
 - Guiding parents through use of strategies to enhance vocal play and attach meaning to sound.
 - Encourages parent participation in each session.
 - Provides training for local interested professionals

Brian's Story: Tele-Health in Action

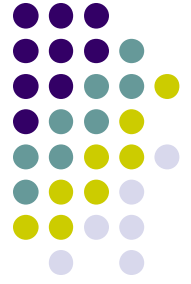




Sally Ziegler, Hayden Colorado

“It is an amazing experience that has brought our team together.”

The Key: Collaboration



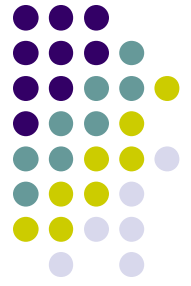
- Effectively serving these children and families requires effective teaming across typical “territorial” lines:
 - Teaming across agencies
 - Colorado School for the Deaf and the Blind
 - Colorado Dept of Education
 - Marion Downs Hearing Center
 - University Hospital
 - Listen Foundation
 - LEA
 - Bill Daniels Center for Hearing at The Children's Hospital of Denver
 - Colorado Dept of Health
 - Partnering among funding sources
 - Teaming among professionals

Technology the “low-tech” way!



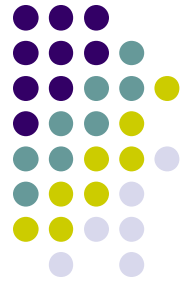
- Required:
 - Highspeed internet access
 - A Skype compatible computer
 - Web cam and microphone

A Model for using Skype to Support Intervention



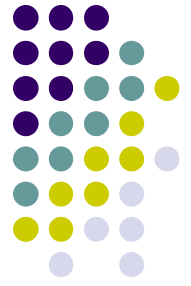
- Establish rapport with the family
 - First few months of early intervention service were conducted in the home
 - After initiation of distance services using Skype, continued visits with the family one time each month

Preparing for the Skype session



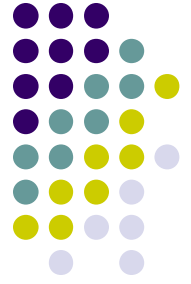
- Review notes of previous session
- Determine focus of session with family
- Ask family to have specific toys or props available to support the intervention focus
- If using a curriculum or other print resources, have your copy ready for quick reference.

Tips for Success



- Establish rapport with family and other providers
- Limit session to 30 – 40 mins. Be sensitive to child and parent's fatigue.
- Take notes and e-mail follow-up notes to family after session.
- If family has laptop, move sessions from one room to another in the house.
- Have duplicate props to demonstrate
- Use a doll or large puppet to demonstrate skills
- Provide time for parent to update you

Advantages of this Technology



- Very cost-effective
 - Saves mileage and time for the provider
 - Relatively easy to find financial support for family to purchase newer computer if needed
 - Start-up equipment is relatively inexpensive and easily attained
- Family-friendly
- Flexible
- Family is very involved – early interventionist is forced into the role of coach!