

Early Years

A Road Map to Partnership
...Learning, Thriving, Leading





WHAT IS EARLY YEARS?

- The Early Years Program provides a place for families to come together to build relationships with other families, adults who are Deaf/Hard of Hearing, and professionals. The goal of Early Years is to empower parents to make informed decisions about their child with hearing loss through education, emotional support and comprehensive unbiased information



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- With the success of newborn hearing screening in Colorado, we are providing services to families and their babies by 3 months of age. Early Years has been an effective and valuable resource for these newly identified families.





PROGRAM COMPONENTS

- Parent – professional partnership
- Theme Based Curriculum
- Early Literacy Development
- Parent-Child Centered Activities
- Music and Movement
- Non-biased communication
- Deaf Connections – adult role models
- Parent education and support
- Community and School System Connections



PARENT-PROFESSIONAL PARTNERSHIP

- Equal voice for all members' contributions
- All team members bring ideas to the meeting, related to the theme/book, addressing the following areas of development:

Auditory

Language

Play

Speech

Literacy

Sensory

- During the planning meeting, team members design the overall program, volunteer to develop specific activities and determine the primary lead for each activity.

THE ULTIMATE GOAL.....

- PARENTS generating and leading activities
- PARENTS becoming the driving force behind programming







EARLY LITERACY DEVELOPMENT

- The Early Years coordinator designs the curriculum guide for each statewide literacy theme and program
- The Early Years guide integrates each developmental area with each corresponding literacy theme and book title
- Support from the Statewide Family Literacy Programs under the Early Literacy Development Initiative
- IRP Instructors/SRP Tutors working with families attend Early Years events

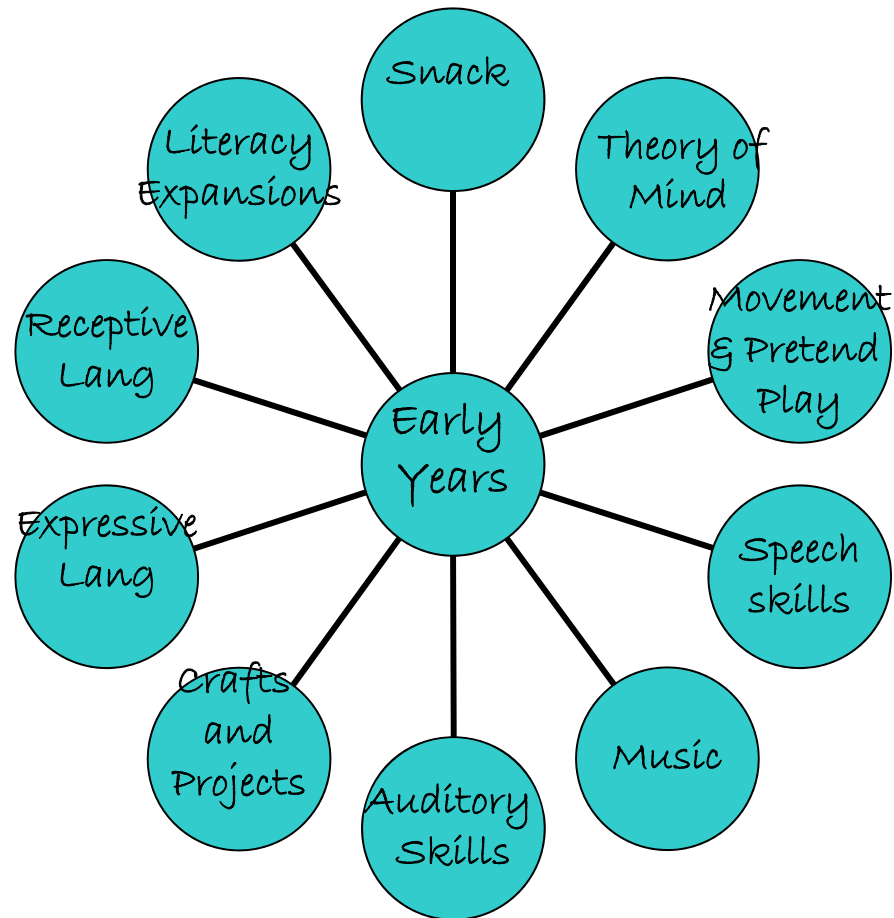
THEME-BASED CURRICULUM

- Story themes are integrated with the child's physical, social, emotional and cognitive development, individualizing activities according to age
- Activities are shaped and expanded upon to match the family and community needs of each region



INTEGRATING A LITERACY WEB S. Broderick

Planning and Programming for Early Years



LITERACY



MOVEMENT



PLAY




MUSIC



LITERACY EXPANSION





PARENT-CHILD CENTERED ACTIVITIES

- Philosophy: The Early Years Team creates a interactive environment that fosters rich parent-child communication
- Goal: we all learn by doing
- Teach and engage parents through modeling
- Create activities that focus on specific strategies that enhance PARENT TO CHILD communication and interaction.

MUSIC AND MOVEMENT

- Using Music for Non-Musical Goals

- 1. Vocabulary Development

- a. Learning songs may serve as a teaching tool to aid in the development of vocabulary

- 2. Fine and Gross Motor Movement

- a. Clapping, stomping, patting and snapping

- b. Eye-hand coordination

- 3. Auditory Awareness

- a. The process of learning songs can reinforce auditory discrimination, integrating letter sounds, syllabification and pronunciation.



4. Mathematics

a. Counting songs (5 little monkeys, 5 green and speckled frogs, 6 little ducks, I Can Work with One Hammer)

b. Shapes

5. Literacy

a. Picture songbooks have been shown to increase word recognition and vocabulary for students who are deaf/hard-of-hearing (Gray-Thompson, 1988)

6. Establish Structure

a. hello songs

b. good-bye songs

c. clean up songs

d. lullaby songs





NON-BIASED COMMUNICATION

- What works for your child is what makes the choice right (Hands and Voices)
- All communication choices are honored and supported
- The Early Years framework allows for each regions' unique communication needs

AUDITORY





ADULT ROLE MODELS

- Deaf-Connections Program
- Adults who are Deaf/Hard of Hearing participate as role models for families
 - model reading the story
 - social interactions
 - model variety of communication modalities





PARENT EDUCATION AND SUPPORT

- Identify the needs of the parent community

Parent Survey

Parent Forum

Parents identify potential speakers and discussion topics

- Facilitate parent program that allows for genuine connections and interactions

FORMAL EDUCATION



INFORMAL EDUCATION



INFORMAL DISCUSSION






SCHOOL SYSTEM CONNECTION

- Connect with state deaf school for financial support
- Local site for program
- Use of resources (preschool room, kitchen area, meeting room)
- School and community view program as one of their own
- Ease of transition for children entering school



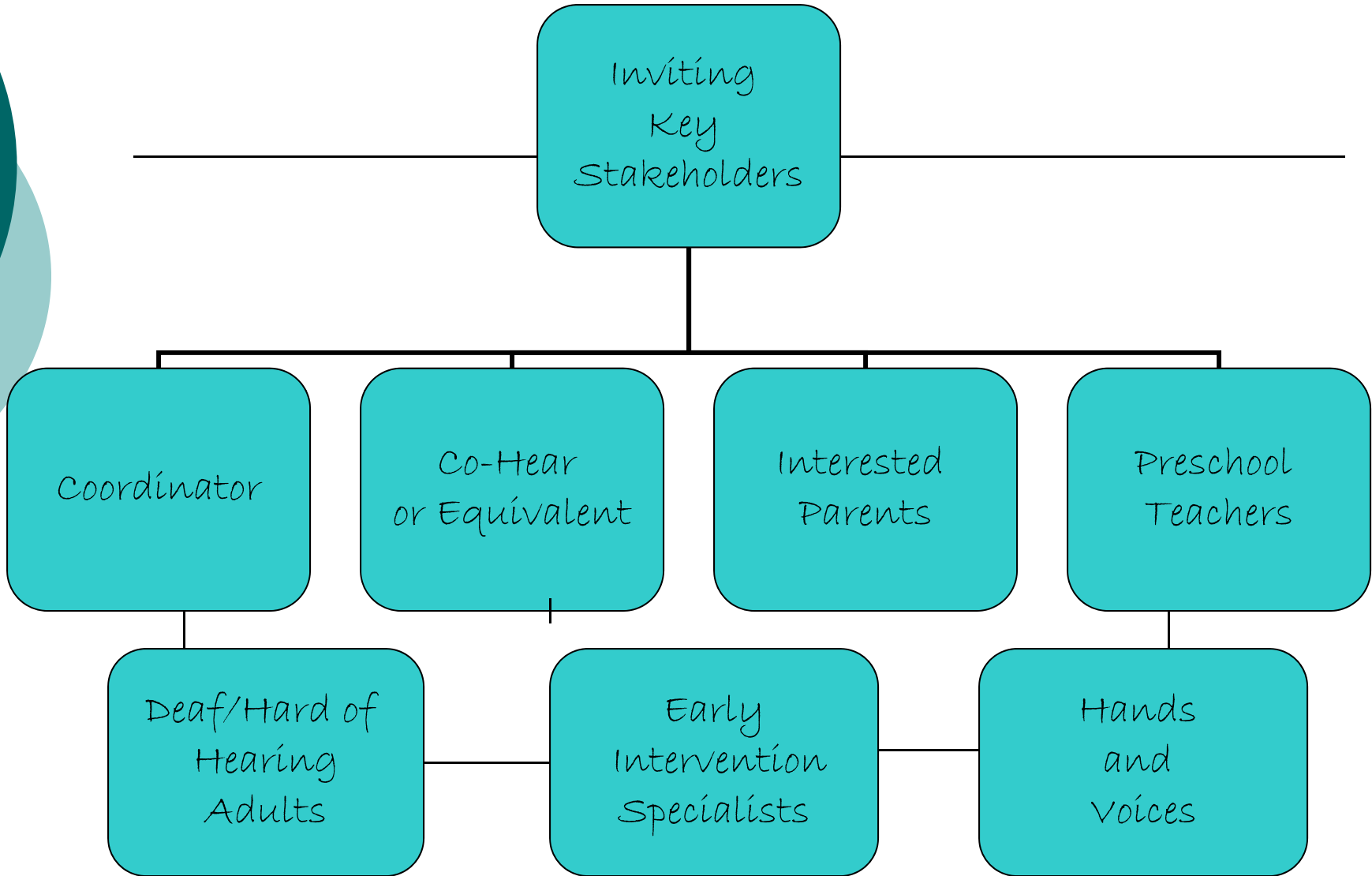
COMMUNITY CONNECTIONS

- Music teacher/therapist
- Sertoma Club or any service organization
- Other professionals: audiologists, behavior specialists, etc.
- Hands and Voices
- Yoga Instructor
- Dance teacher
- Use of developmentally appropriate sites within the community



ROAD MAP TO DEVELOPING A SUCCESSFUL EARLY YEARS

- Parent Participation/Ownership
- Community Interest - Key Stakeholders
- Professional Support
- Deaf Community Involvement
- Community Resources
- Considerations for location
- Financial supports





SUPPORTS IN PLACE

- Identify components of the program and create a schedule:

Parents/Professionals who will be involved

One or two meetings per month

Evening or morning meetings

Parent meeting time or not

Childcare needs

Speakers

Themes and book titles



TENATIVE SCHEDULE

Morning Schedule

9:00 - 9:15 Welcome

9:15 - 9:45 Music

9:45 - 10:00 Story

10:00 - 10:30 Parent Child
Activities

10:30 - 11:20 Parent Meeting

10:30 - 10:50 Children's
snack

10:50 - 11:20 Additional
Child Activities

11:20 - 11:30 Goodbye

Evening Schedule

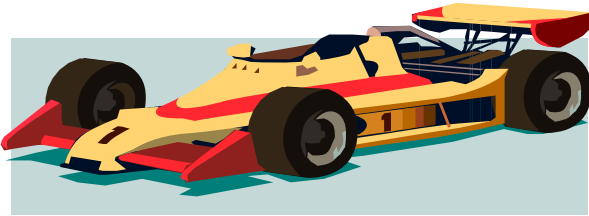
6:00 - 6:15 Welcome

6:15 - 6:45 Music

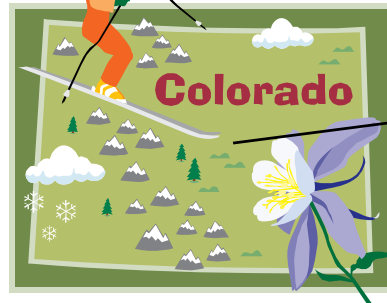
6:45 - 7:15 Dinner

7:15 - 7:30 Story

7:30 - 8:00 Parent/Child
Activity and Goodbye



Hope you enjoyed this
road trip from Denver to
Chicago







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- Colorado School for the Deaf and the Blind (CSDB)
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