



EARLY INTERVENTION SERVICES

Provided by Schools for the Deaf
National Survey and Implications

EHDI Conference

February 21, 2011

Rosemary Gallegos M.Ed

Ronald J. Stern Ed.D

New Mexico School for the Deaf



Anticipated Outcomes of the Survey

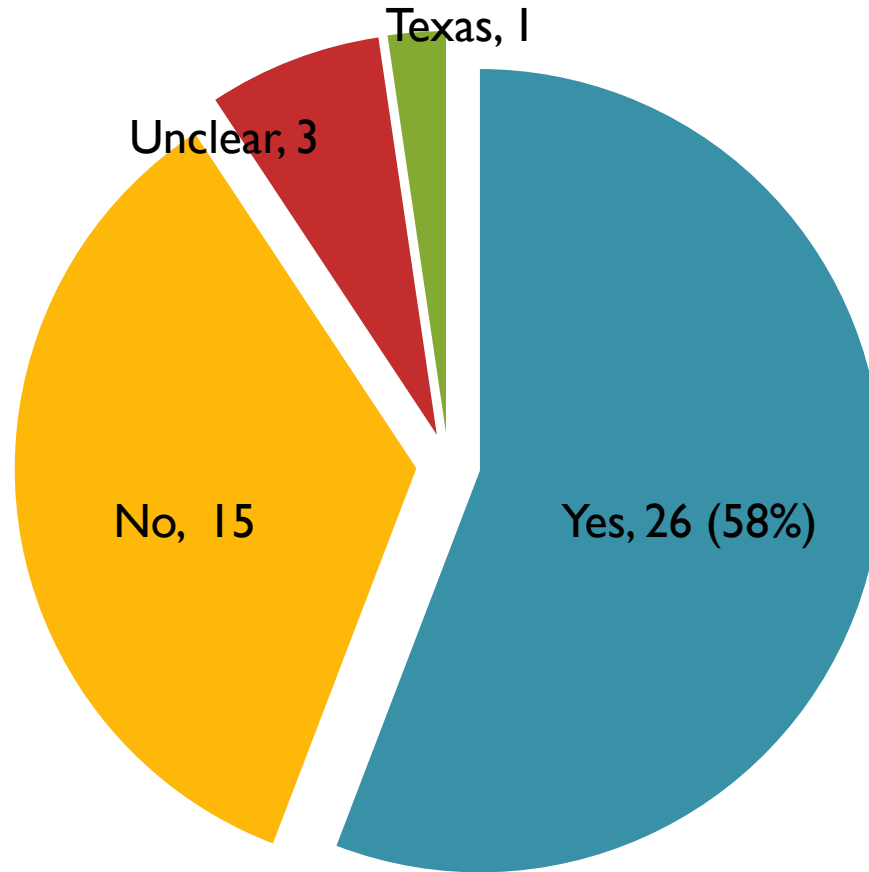
- Compilation of network information for use by Schools for the Deaf
- Resource information for states agencies and stakeholders
- Data demonstrating that Schools for the Deaf are key providers and state resource centers
- Identification of trends and models



Survey and Participants

- 65 Schools for the Deaf received the survey
- 45 Schools responded representing 37 states
- Part of an Outreach Survey – Schools who provide services other than at their main center

Survey Participants



Early Intervention

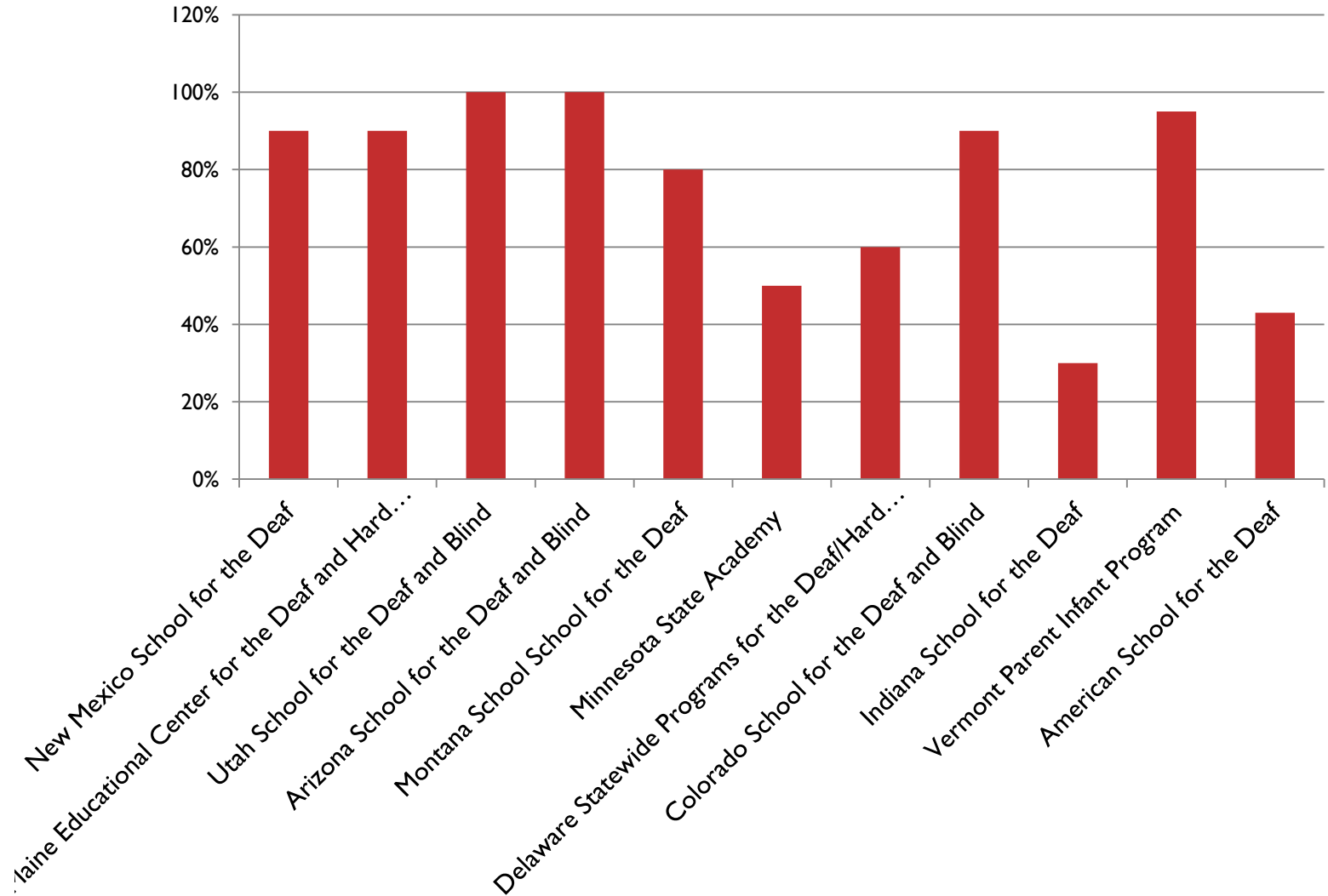
Early Intervention (Ages 0-3) Question Types

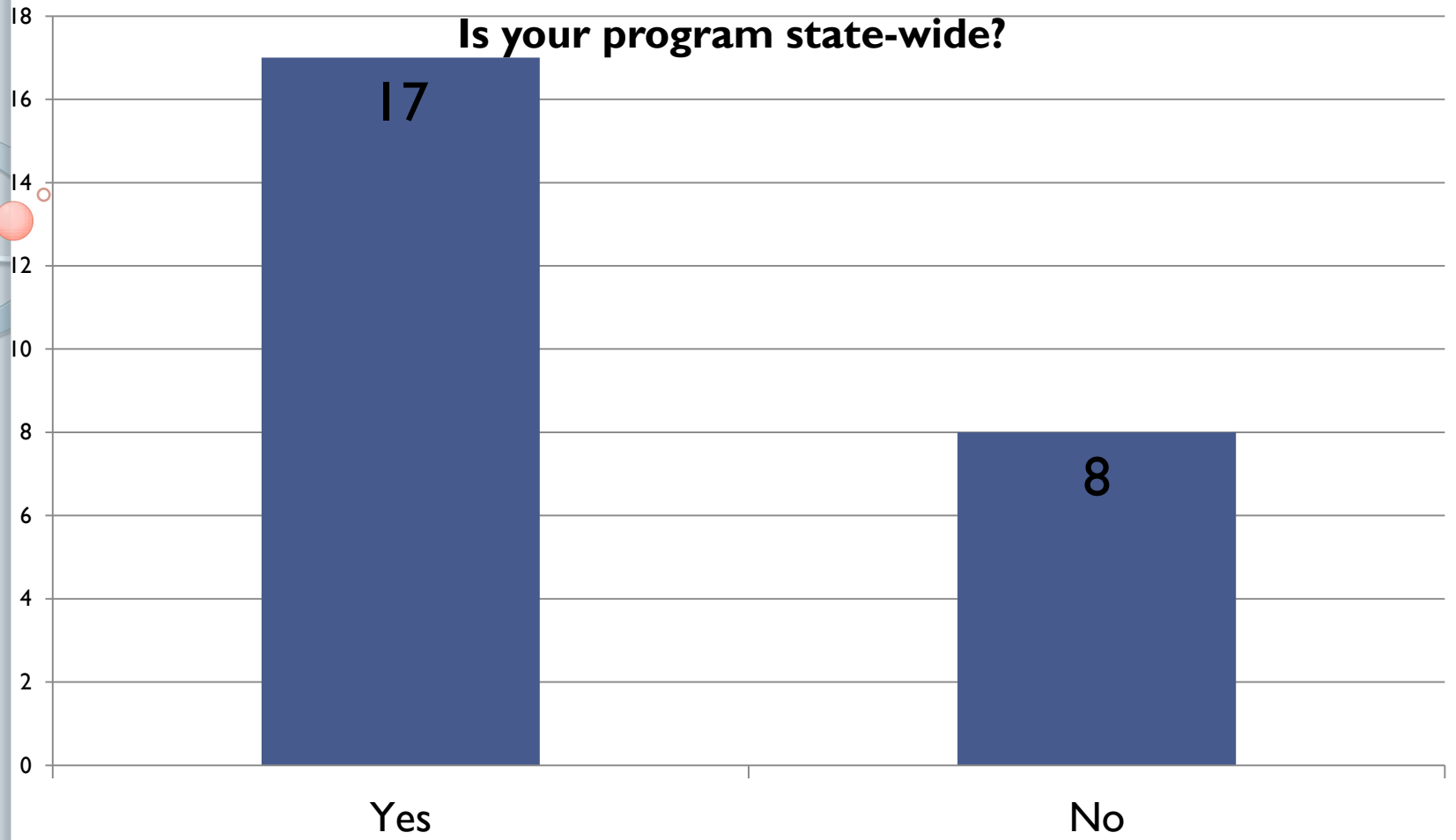
- Impact – Numbers and % of children served
- Program models (Type; Curriculum; Scope)
- Employee characteristics (Qualifications, Contractors, Numbers)
- Leadership role (ICC; EHDI; Part C)
- Partnerships
- Strategies to Determine Effectiveness

Impact

Numbers of Children Served

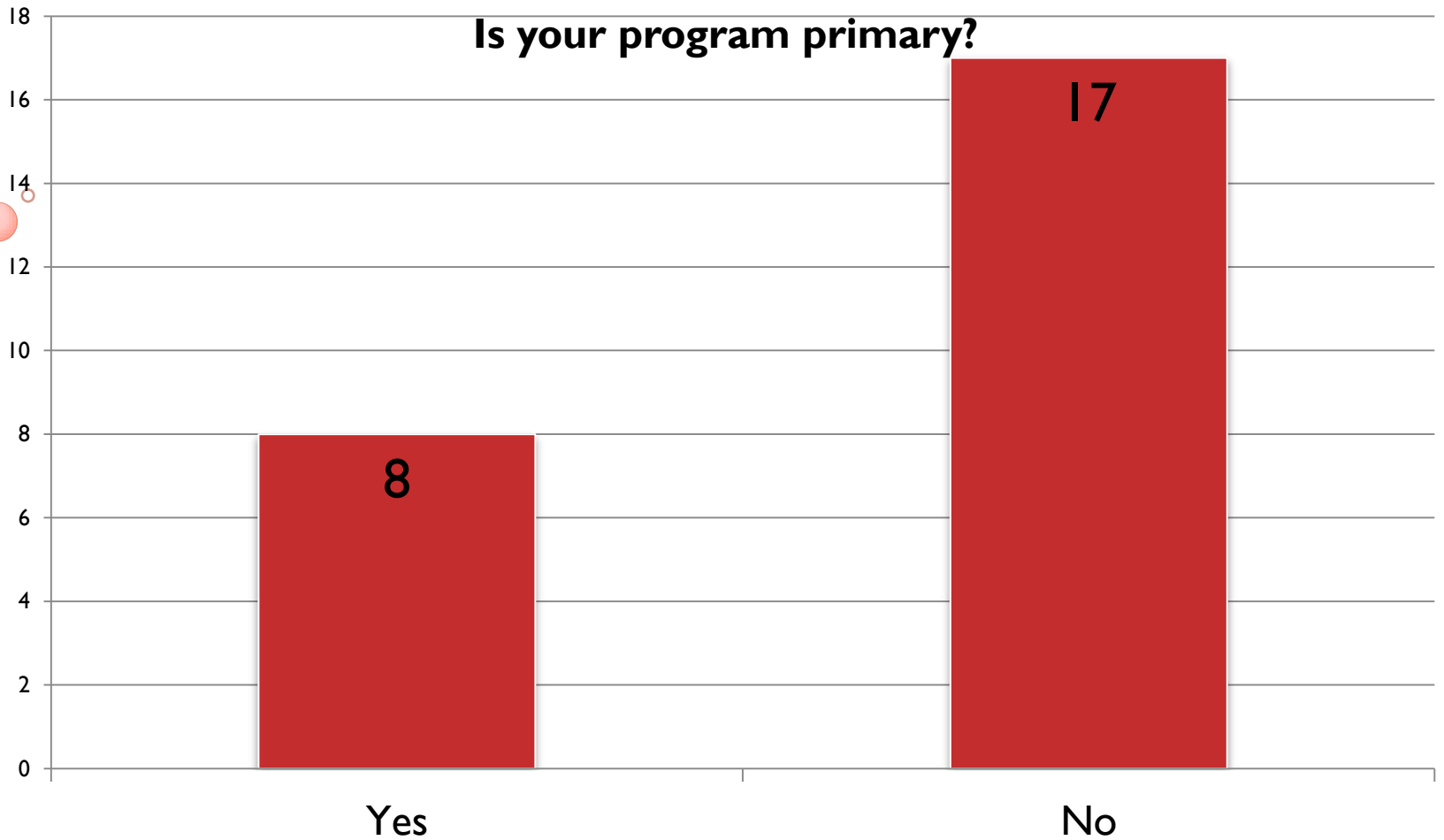
Schools serving 30% or greater of Deaf/HH children Part C in their state





Impact

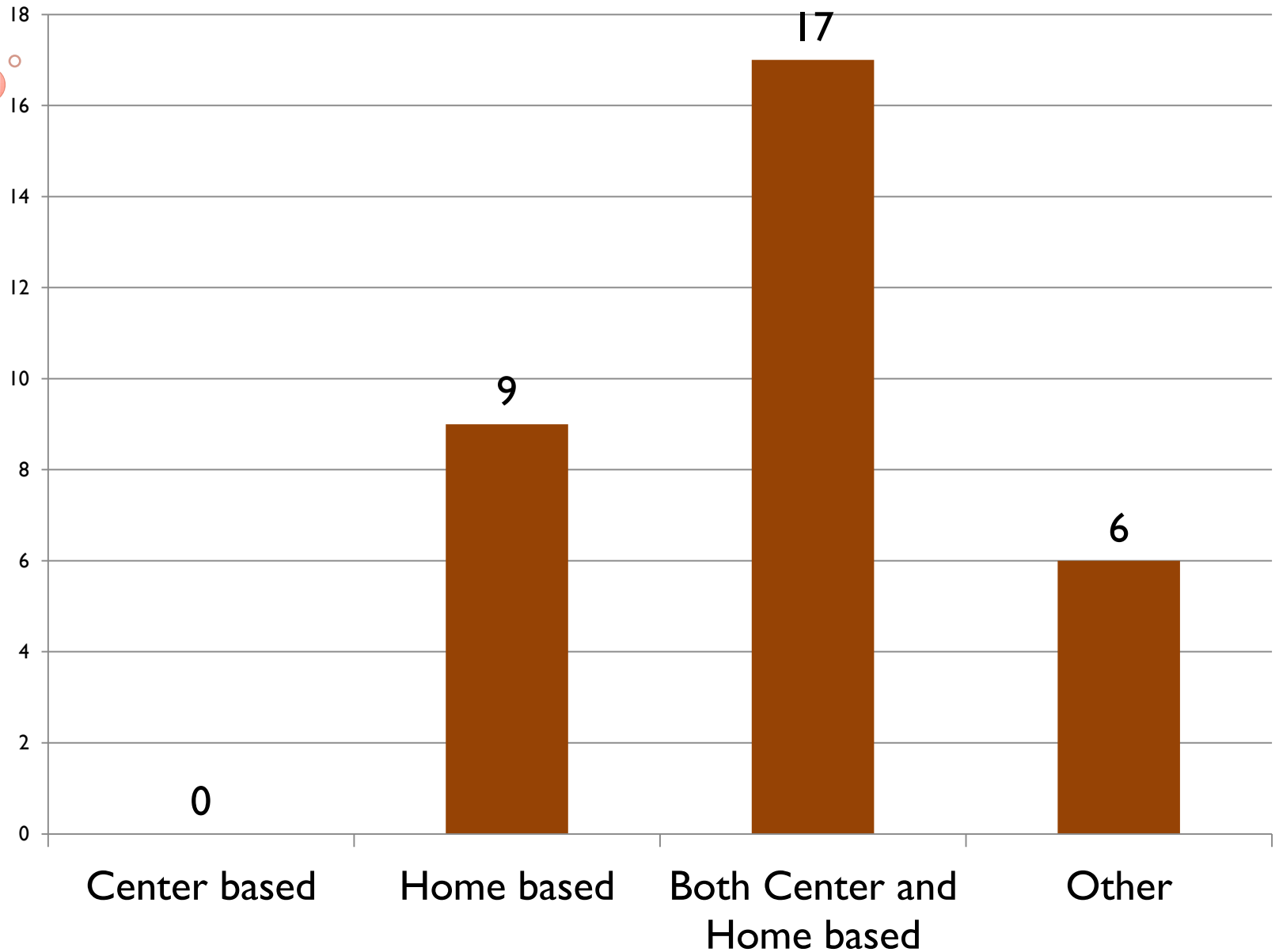
Statewide programs



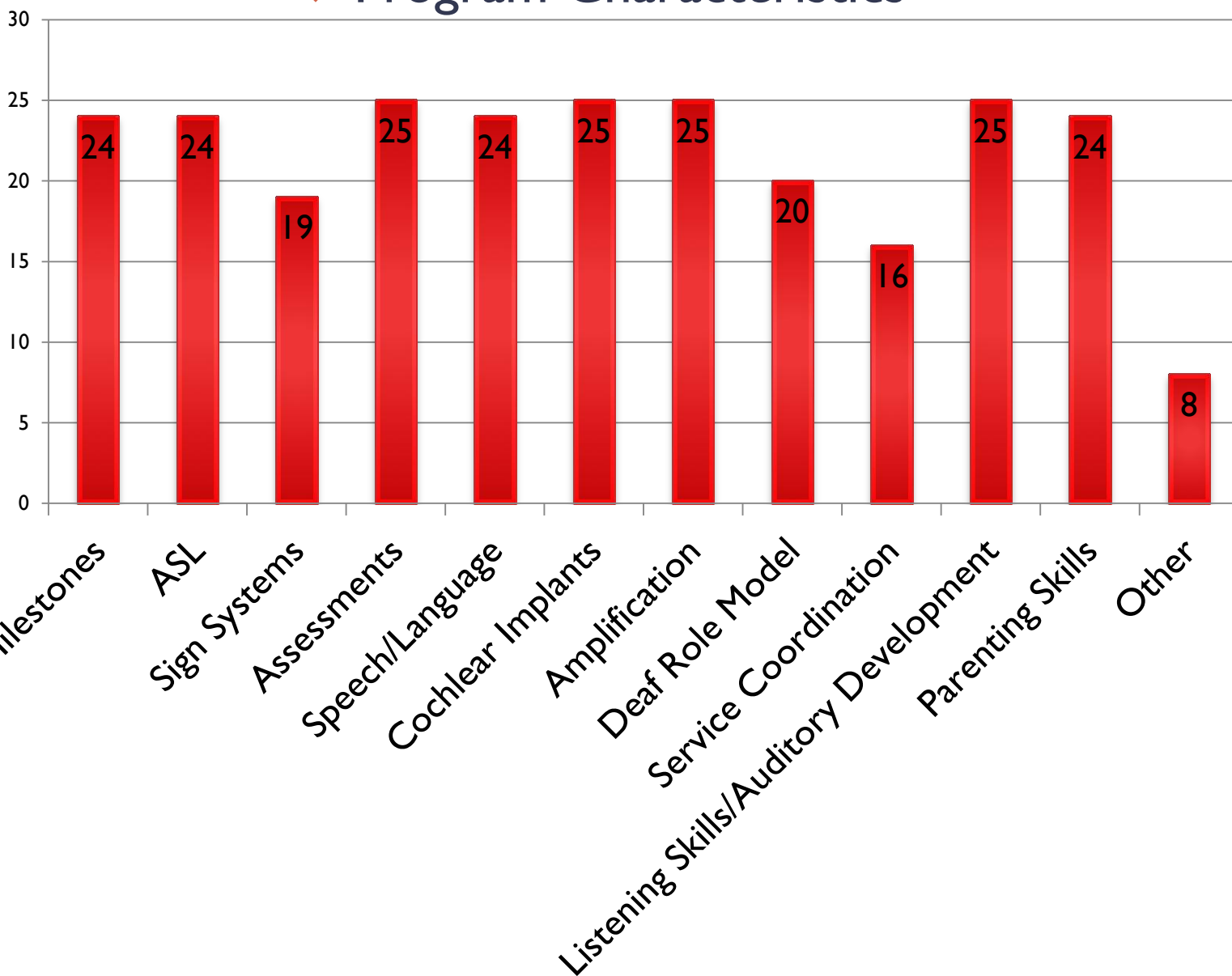
Impact

Programs that are primary service providers

Program Models



❖ Program Characteristics



Developmental Milestones

ASL

Sign Systems

Assessments

Speech/Language

Cochlear Implants

Amplification

Deaf Role Model

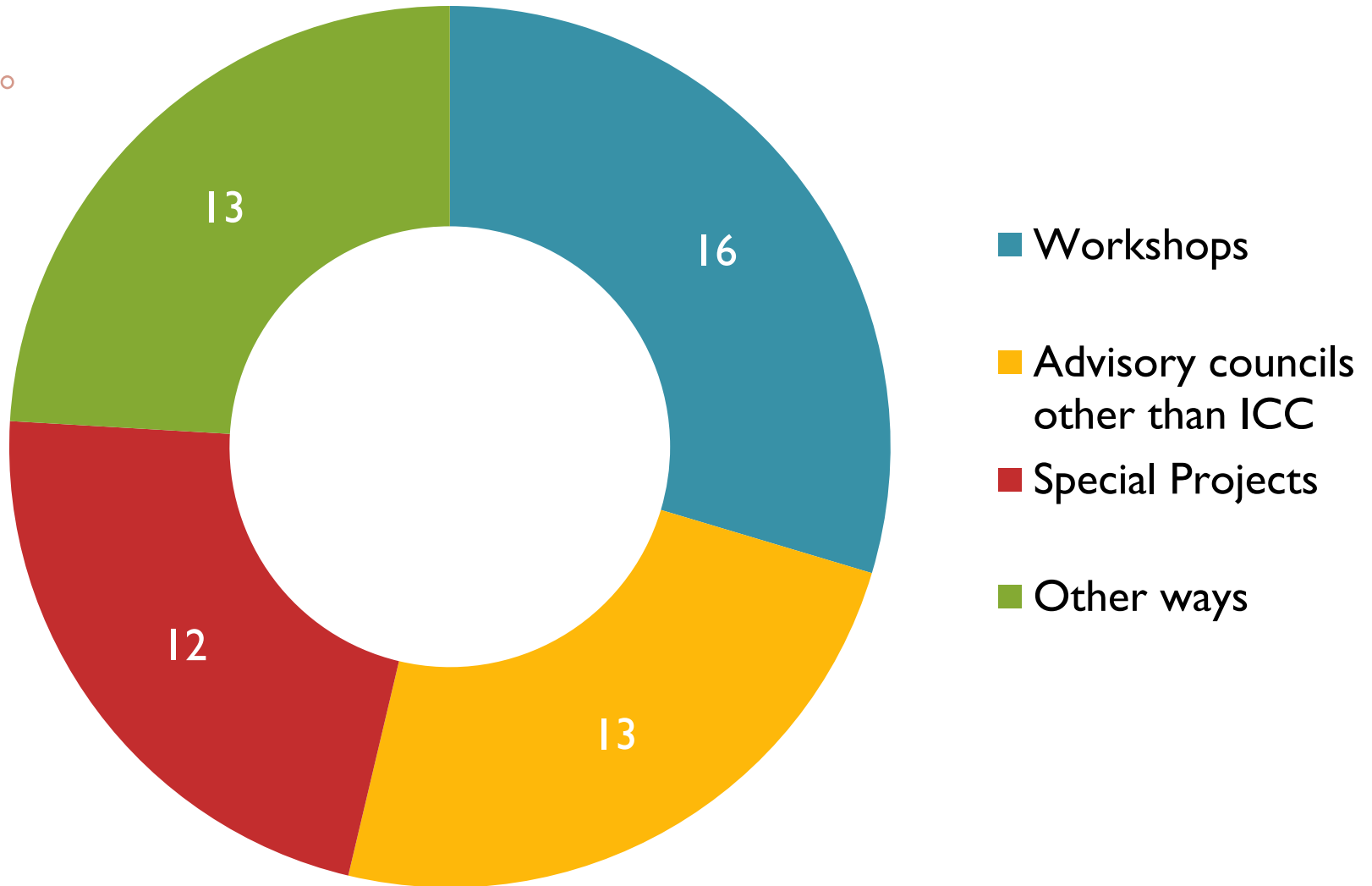
Service Coordination

Listening Skills/Auditory Development

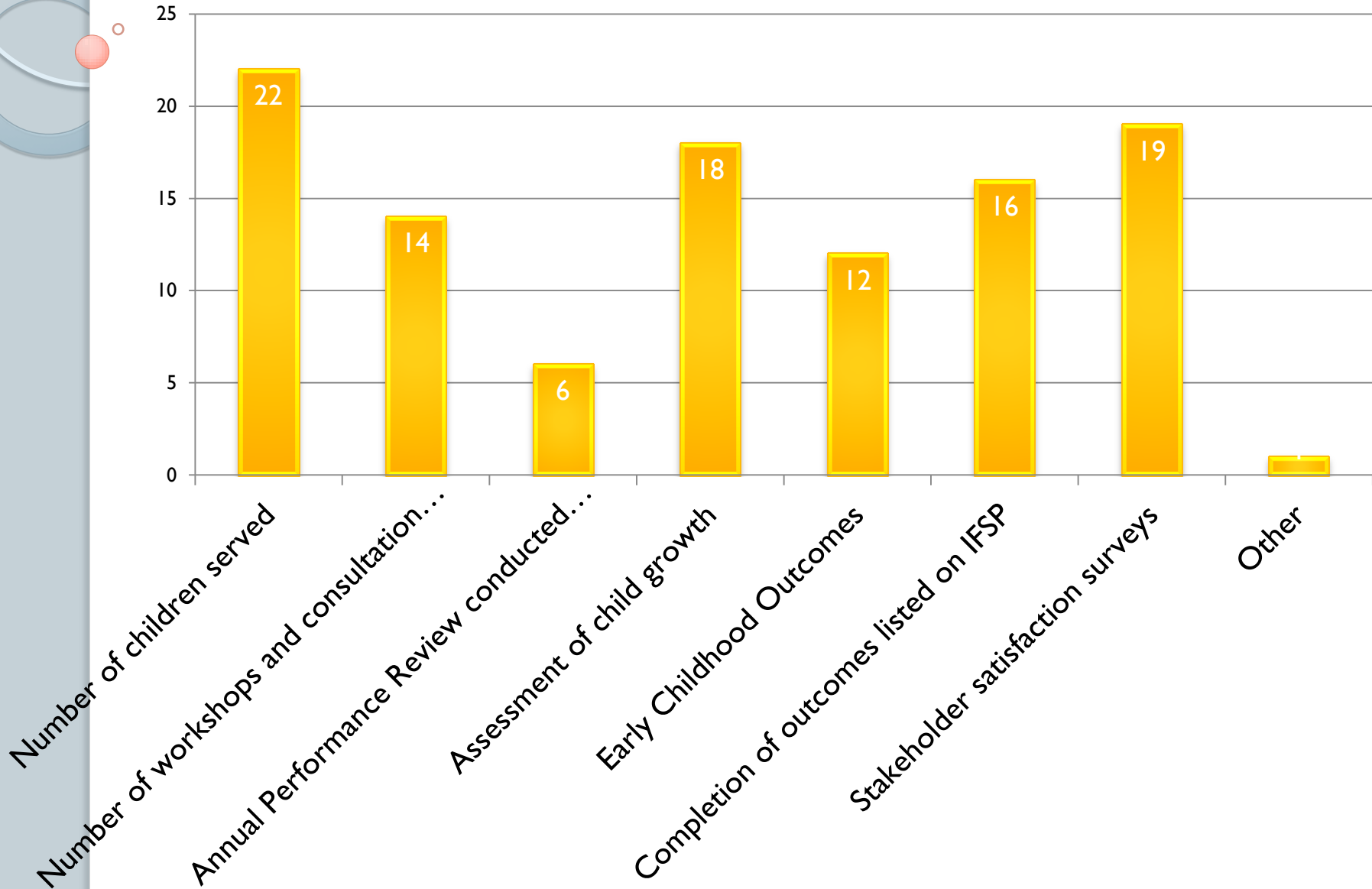
Parenting Skills

Other

Program Characteristics - Consultation



Strategies for Evaluating Program Effectiveness



Early Interventionists

Employees:

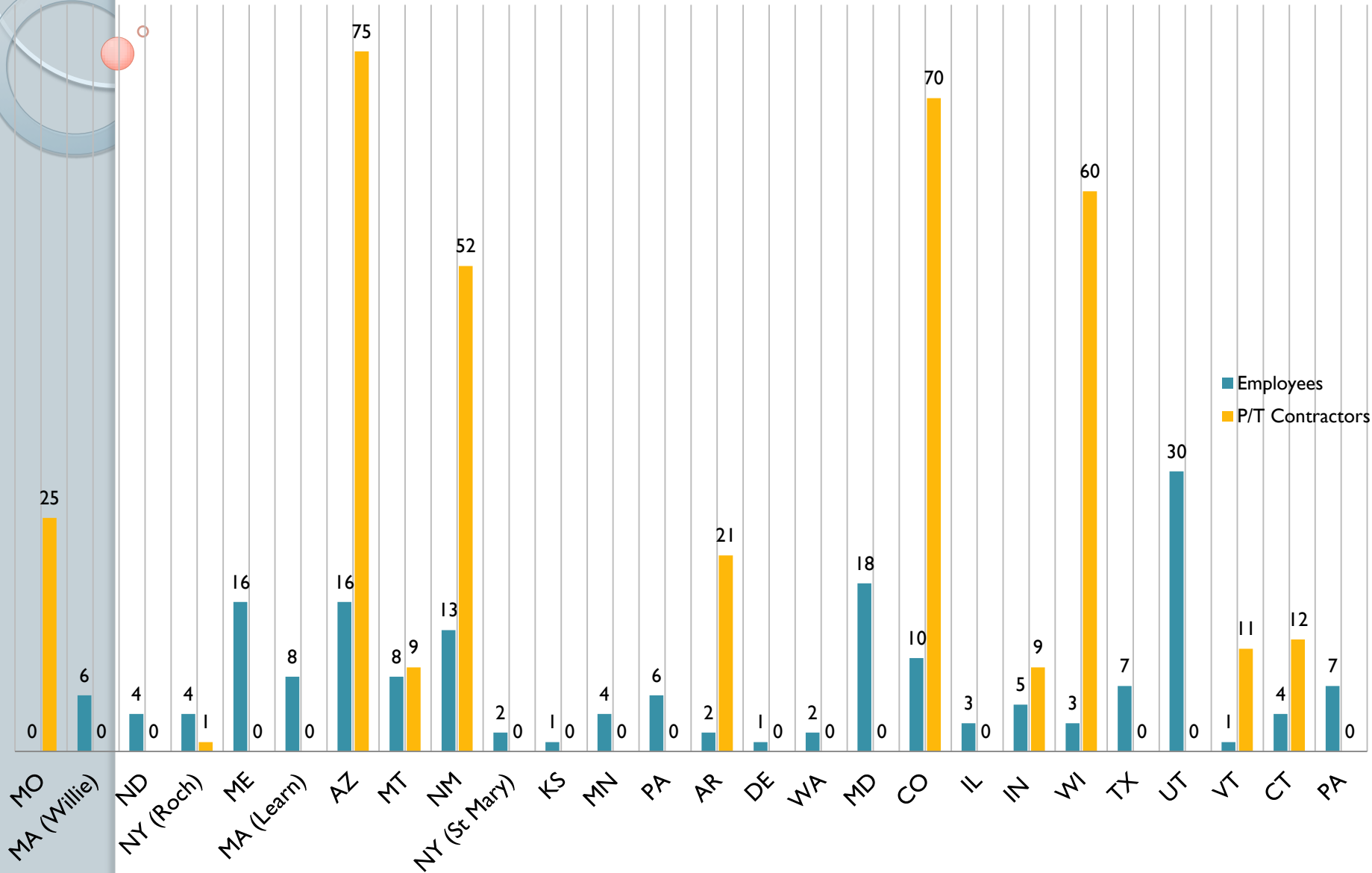
- 25/26 Schools use employees
- Numbers ranged from one employee to five schools reporting between 10-18 employees and one state (Utah) employing 30

Contractors/Part Time:

- Eleven Schools use contractors
- One School: only contractors and no employees
- Sixteen Schools: only employees and no contractors
- Large number of contractors (52-75) are used in certain states

Early Intervention Providers

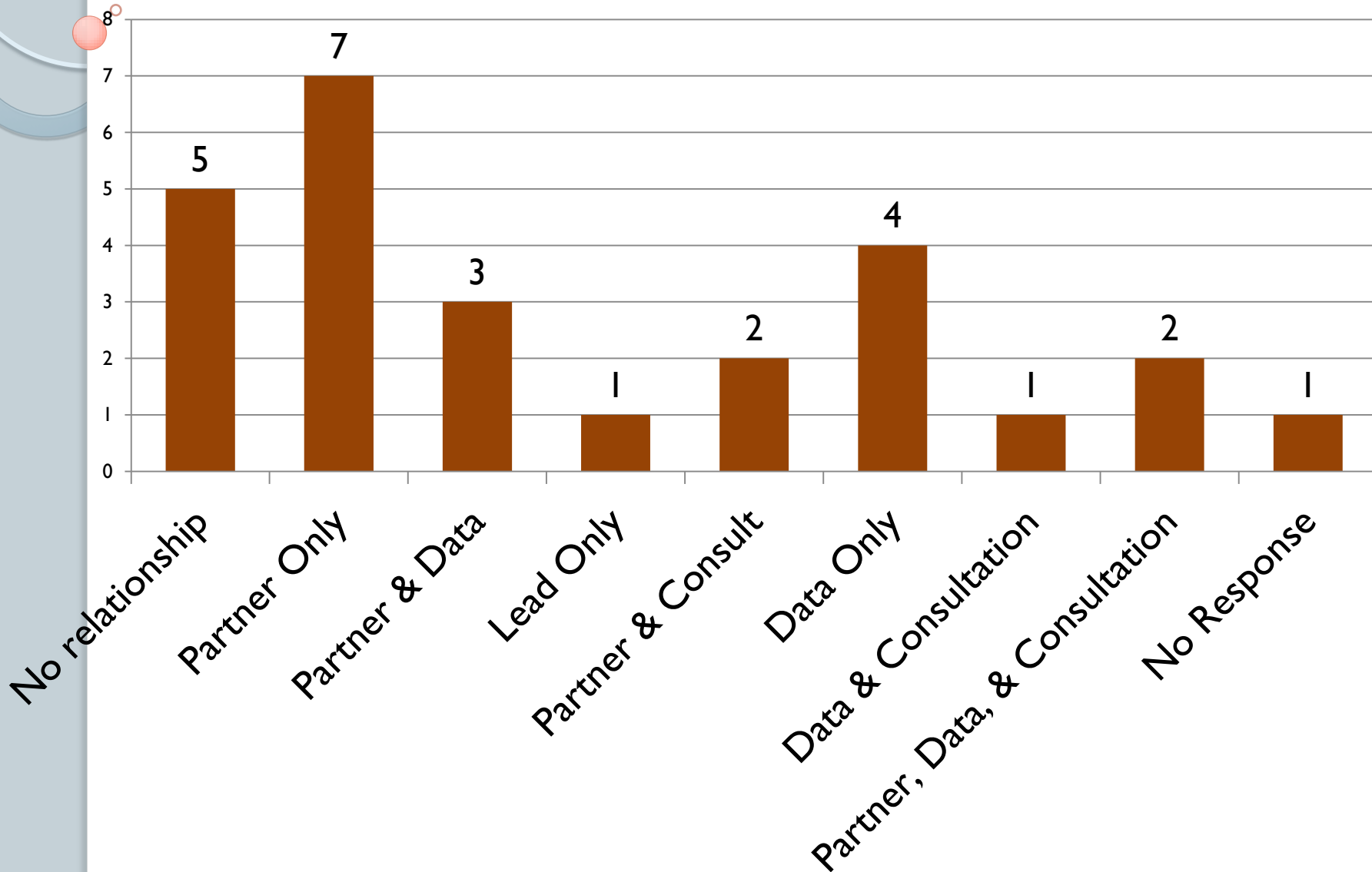
Employees or Part Time Contractors



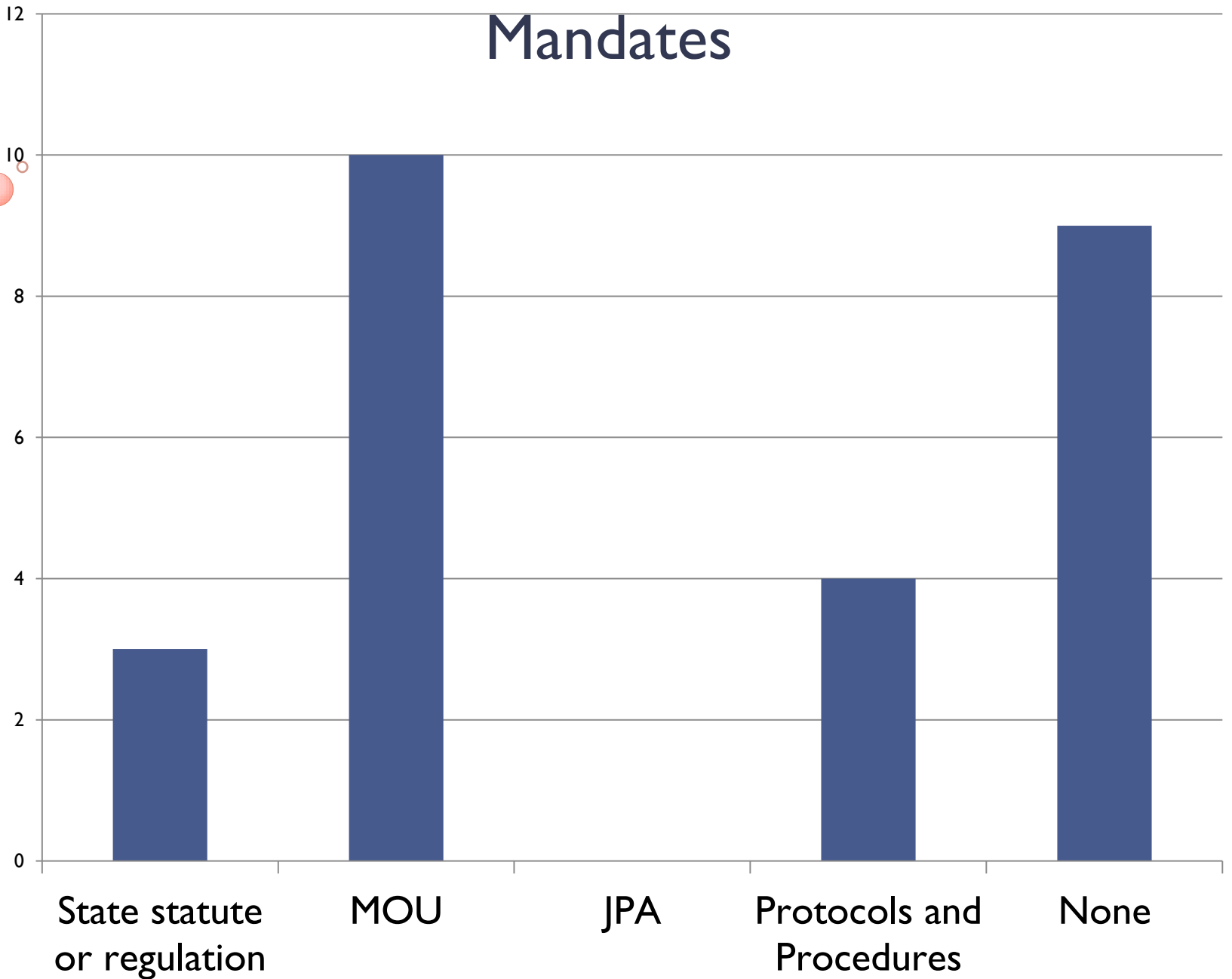
Early Intervention Leadership Roles

- Schools reporting they are viewed by their states as the primary providers: Arizona; Colorado; Learning Center MA; Montana; New Mexico; Utah; Vermont; Wisconsin; Connecticut
- 15/20 Schools reported to be a designated member of their state's ICC (Interagency Coordinating Council)

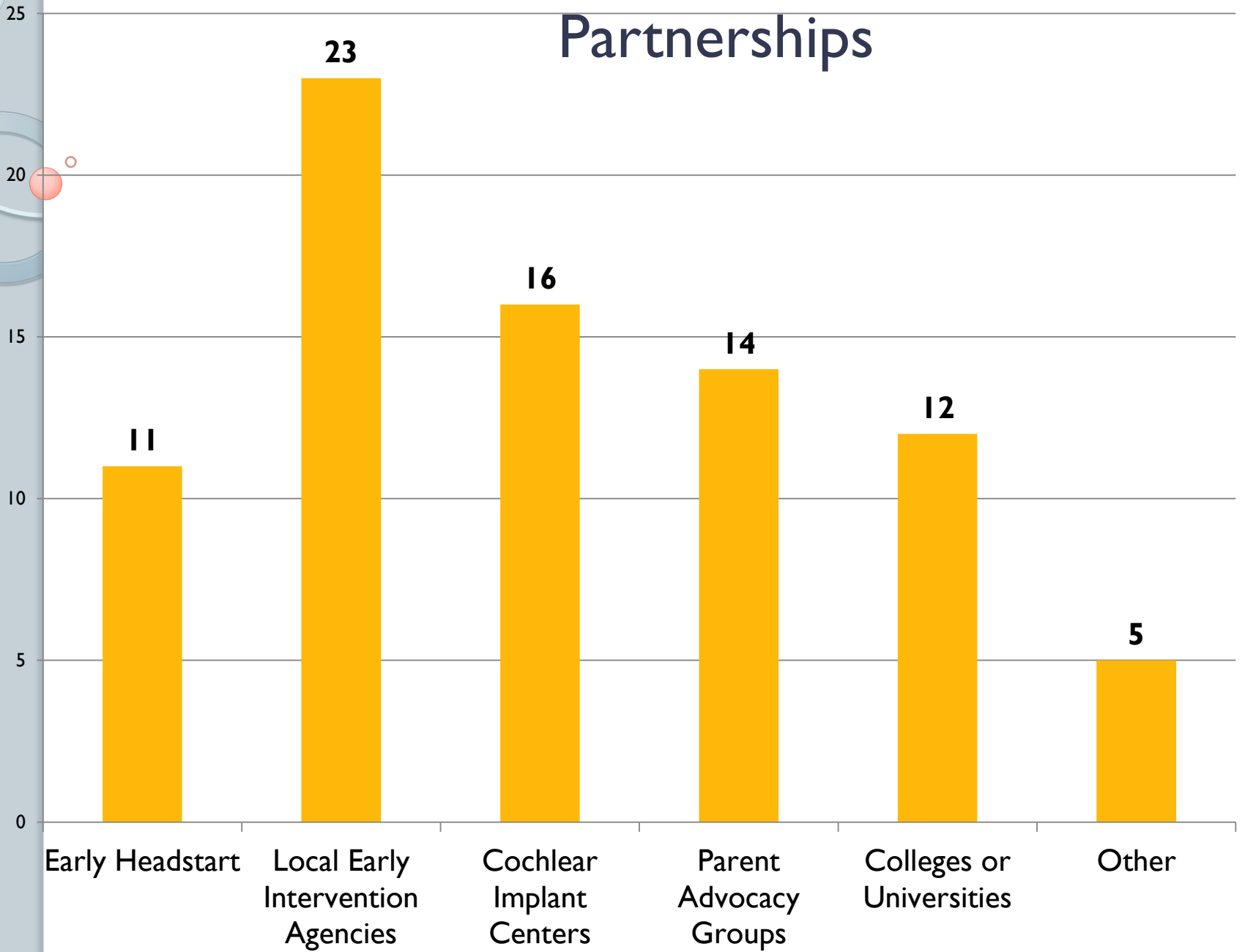
❖ Affiliation with State EHDI (Early Hearing Detection and Intervention) Programs



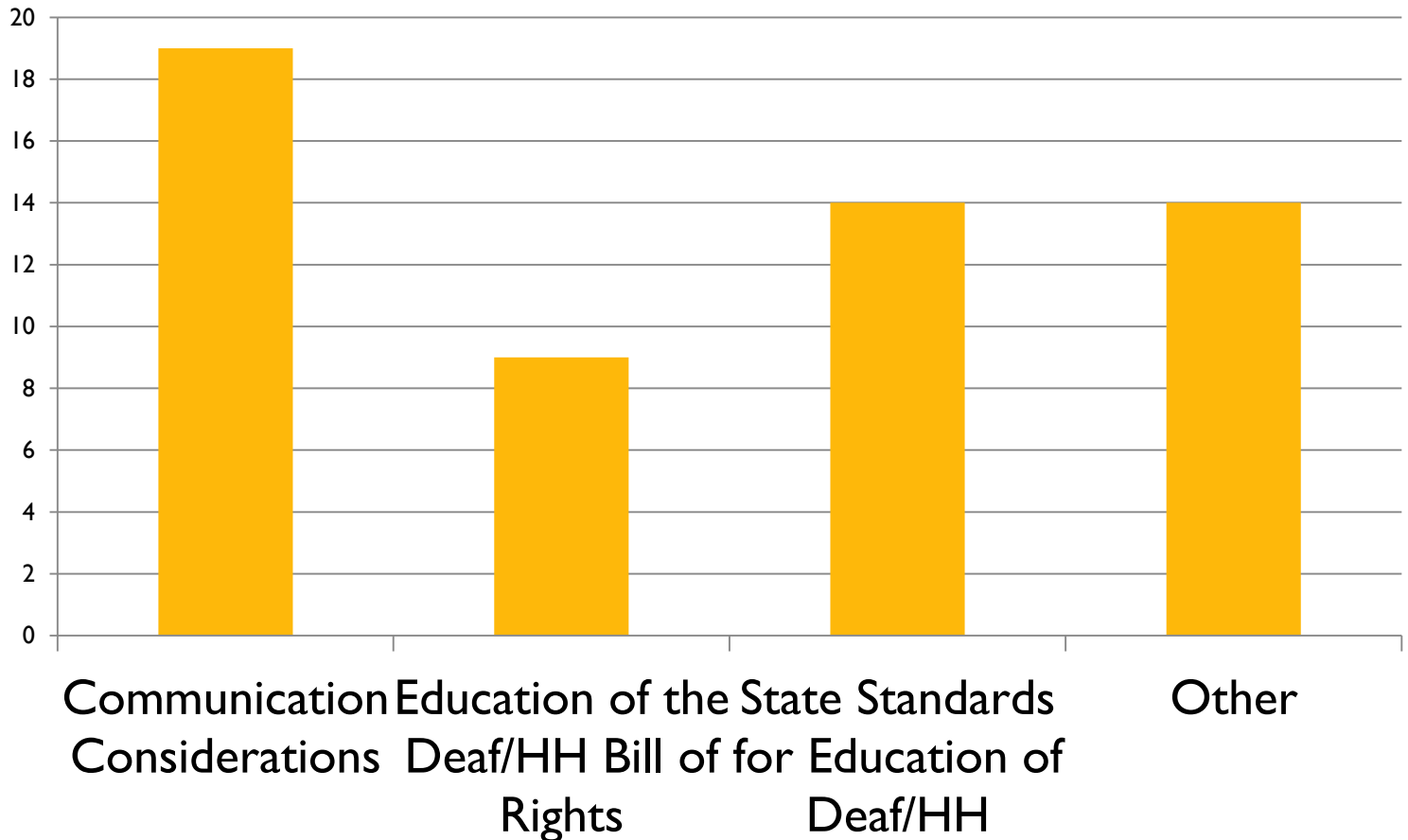
Mandates



Partnerships



Champions of Deaf Education Reform in their States



Early Intervention – Summary Highlights

- ➤ Schools for the Deaf in at least 23 states are providing the specialist qualifications determined in studies as critical to early intervention for children who are deaf hard of hearing
- At least 9 states are relying on their School for the Deaf Early Intervention program as the primary providers for the 0-3 population
- Eleven (11) out of 26 programs report serving more than 30% of children in their state.
- Scope of program content is broad with varied information on topics historically not provided to this age range such as Deaf role model and ASL and responsive to changing demographics such services to students with cochlear implants.

Early Intervention – Summary Highlights

- Interaction with EHDI programs is high with 19 out of 26 programs reporting affiliation but there is room for growth
- Those states seeing the most children, are statewide and primary have the greatest number of staff (contractors and employees)
- Quantitative data for many states on numbers of children in their state and percentage they serve is still not available or reported.
- Early Intervention programs are using student progress – quantitative data to measure the efficacy of their programs

From the left to the right brain

- From objectivity and looking at parts to being holistic and synthesizing
- Evolving and increasingly heterogeneous nature of information and possibilities
- Therefore: the increasing criticality for schools for the deaf to be multi-dimensional yet central, unifying and responsive

What has been constant over the years...

- Low incidence and counter-intuitive nature of being deaf
- Profound gap between true and realized academic/whole person potential
- Low expectations
- Lack of early and ongoing access to quality communication and language
- Being a visitor rather than a member
- The list does not stop...

Schools for the Deaf – Your Resource for Early Intervention

- A central base of knowledge, experience and resources
- A diverse yet specialized community where the deaf child and her/his family are central...
- ...yet where being deaf is not an excuse or a reason for under-achievement
- Where the individual child's real strengths and needs are accounted for
- Where experienced realities prevail over perceived realities

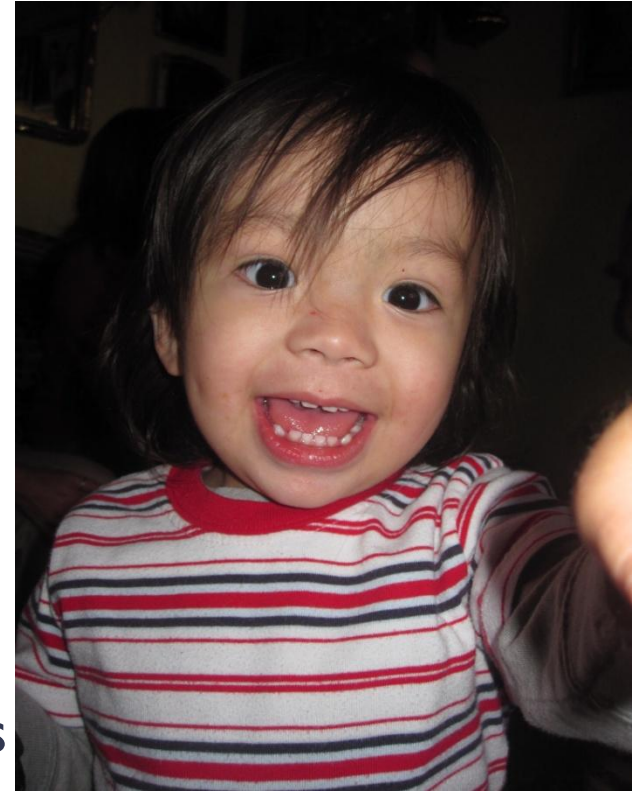


Schools for the Deaf – Your Resource for Early Intervention

- A bastion for the bio-ecological development of the child
- Where a world of possibilities opens up for both parents and the child
- Relationships, relationships and partnerships, partnerships

Helen Keller's perception...

- It begins with quality Early Intervention and Involvement...
- Onward and upward with making the deaf child a full fledged human being and member of his family, school and community



Thank you to the Schools
the Deaf that provided data for this survey and
Cindy Lawrence from Indiana School for the Deaf
for teaming on the survey project

For more information:

Rosemary.gallegos@nmsd.k12.nm.us