

# Building Capacity of Early Intervention Providers

EHDI Conference 2011

Atlanta, Georgia



Indiana School for the Deaf

*Indiana's State-Wide Deaf & Hard of  
Hearing Resource On & Off Campus*

To identify and find resources to meet the needs of deaf and hard of hearing children and their families throughout the State of Indiana.

# The Collaborators

CINDY LAWRENCE

Outreach Services  
Director

Audiologist

Consultant

Trainer/Mentor

Educator

Parent/Sibling

JODEE CRACE

Early Intervention  
Coordinator

Developmental Therapist

Consultant

Trainer/Mentor

Educator

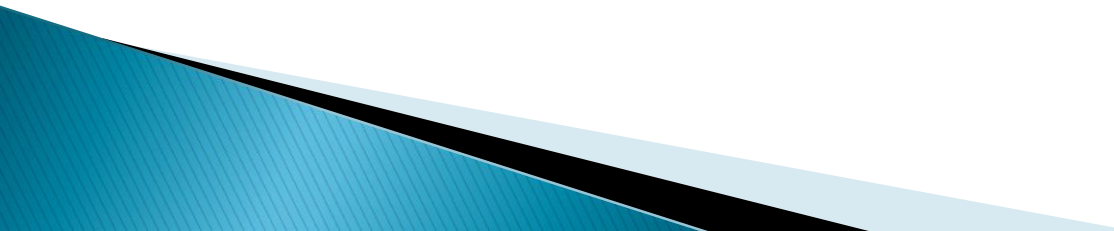
Parent/Consumer

# Indiana EHDI: Timeline

- ▶ Legislation passed UNHS 1999; Implemented 2000
- ▶ Policy and protocol developed in collaboration with Department of Health, Audiologists, Outreach Services and Part C Program
- ▶ Regional Audiologists provided Outreach to hospitals and audiologists from 2001–2005
- ▶ First Steps (Part C) developed protocol; providers **not** designated for deaf/hard of hearing children
- ▶ Training for Early Language Development (TELD) grant approved in 2005 to train specialized EI providers (*see slide # 10*)

*Our 'go to' source:*

# JCIH Position Paper 2007

- ▶ Early intervention services for infants with confirmed hearing loss should be provided by professionals with expertise in hearing loss, including educators of the deaf, speech–language pathologists, and audiologists.
  - ▶ Information at all stages of the EHDI process is to be communicated to the family in a culturally sensitive and understandable format.
  - ▶ Families should be made aware of all communication opportunities and available hearing technologies (presented in an unbiased manner). Informed family choice and desired outcome guide the decision–making process.
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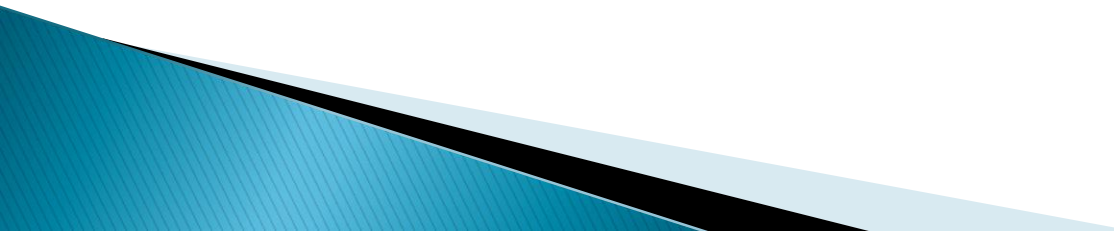
## *Our other 'go to' source:*

A presentation by Marilyn Sass–Lehrer, et.al, 'Where are the Gaps?' Chicago, EHDI Conference 2010

- ▶ Needs Assessment Conducted 2008
  - Determined need for Training of EI Specialists
  - Lack of Consensus on Who, What, When
    - Who should prepare specialists?
    - What should content and preparation be?
    - When should this happen?



# What makes this work? “Core Values”

- ▶ Collaboration
  - ▶ Consensus
  - ▶ Human Relations
  - ▶ Authentic needs of the family
  - ▶ The system that works for all d/hh children/families independent of provider roles
  - ▶ Statewide access to services
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# Seeking National Resources

## “Who did we call?”

### **Technical assistance:**

- ▶ Colorado CHIPS Program (Arlene Stredler Brown)
- ▶ Utah SKI-HI Curriculum (Paula Pittman)

### **High level of collaboration essential within the State of Indiana:**

- ▶ EHDI (Indiana State Department of Health)
- ▶ First Steps (Family and Social Services Admin – Part C Agency)
- ▶ Indiana School for the Deaf – Outreach Services
- ▶ Department of Education

*Now...narrowing the gap...*

## TELD

### “Teaching Early Language Development”

- ▶ Developed plan to train providers
- ▶ Identified curriculum backed by research and evidence, used in many states
- ▶ Contracted with SKI-HI to provide National Trainers
- ▶ Maintained core values of family centered, unbiased, and relationship based approach to empowering families



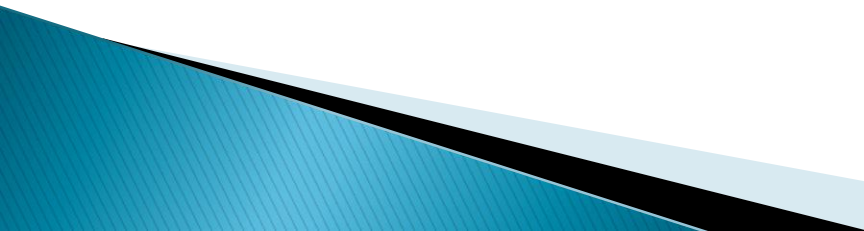
# First Year of TELD: 2005

- ▶ Sought applicants/providers (previous SKI-HI PAs, parents, word of mouth, deaf educators, audiologists, SLPs)
- ▶ 25 participants at 1<sup>st</sup> SKI HI basic training
- ▶ Funded National SKI-HI trainers through MCH grant
- ▶ Goal: to build a pool of potential providers and trainers (*start big...think ahead*)
- ▶ Looked towards 3<sup>rd</sup> year so can have state trainer(s) from the first year pool (*cost-effective*)

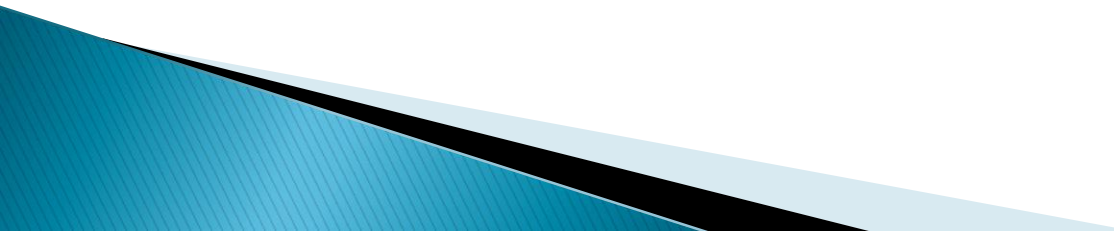
# First Pool of candidates to Now (2011)

- ▶ 25 applicants x 4 Basic SKI-HI PA trainings
- ▶ 10 -15 trained (*average*) enrolled in First Steps to provide ongoing services each year
- ▶ 5 are eligible to become Indiana SKI-HI trainers
  - PA must have been serving families for 3 years prior to becoming the trainer, upon completion of the SKI-HI's *Train the Trainer* training
  - The first Indiana SKI-HI trainer has conducted two Basic SKI-HI PA Trainings thus far

# SKI-HI State Trainer roles and skills

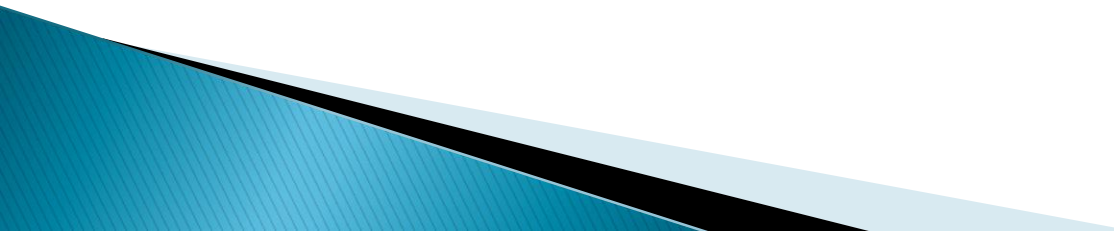
- ▶ Supervise and mentor,
  - ▶ Plan and provide training,
  - ▶ Monitor family progress on a quarterly basis,
  - ▶ Collaborate with agencies, and
  - ▶ Have the knowledge of state and national trends.
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# What we learned...

- ▶ Audiologists found training beneficial; however to assume PA role not feasible
  - ▶ Parents would fit better in other roles such as parent to parent support
  - ▶ Specialists already in field of Deaf Education, had greater background knowledge to more easily navigate curriculum
  - ▶ Others have had to learn knowledge base, and required extensive mentoring. *However, they have no preconceived biases, or philosophy; are very open and neutral and highly motivated to learn.*
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# What else we learned:

## Providers need to...

- ▶ Have knowledge of adult-learning styles
  - ▶ Be able to coach parents and provide family-centered activities/education
  - ▶ Be able to come in the house and use child's toys for carry over from parents
  - ▶ Be able to come into home ready to be creative
  - ▶ Be able to empower families and utilize strategies and resources in the child's daily routine/natural environment
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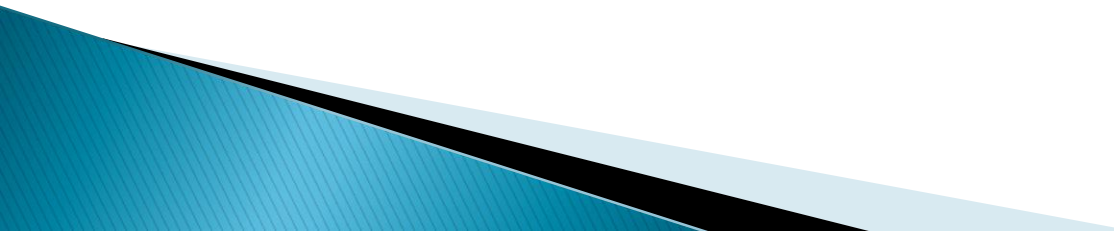
# Long term commitment is a challenge...why?

- ▶ Those who already have 'full time jobs' (i.e.: Audiologist, Teacher of Deaf, Early Interventionist) not easily able to add PA role
- ▶ Low referral rates and low incidence in some areas
- ▶ Travel expenses (*mileages not covered*)
- ▶ Frustration with navigating through EI system in Indiana (credentialing expectations; although, *Outreach has been able to provide PAs with credentialing points*)
- ▶ EI System in Indiana is disability generic, not currently able to identify by d/hh specialist area

# Maintaining High Quality Program: What do the Parent Advisors receive?

- ▶ Two trainings per year (full day) with invited expert guests (*PAs request topics/survey given, and current trends drive topics*)
- ▶ Two regional group meetings per year (*half day*)
  - North IN, Central IN, and South IN
- ▶ Home Visit Mentoring with the PA's 2 families on caseload twice a year
- ▶ PA Mentoring Sessions (first year monthly; years after that 4–6 times a year). *Some face to face and some through emails/phone calls*
- ▶ Case studies, group discussion, dialogues, experiential counseling, and resource sharing


# Sampling of In-Services Provided...

- ▶ Transition from Early Intervention into 3 Years Old and Beyond
  - ▶ Audiology 101
  - ▶ Cochlear Implant: Surgery
  - ▶ Cochlear Implants and Bilingual Education
  - ▶ Child Development
  - ▶ Deaf Diversity and Role Models
  - ▶ Language Acquisition
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# Indiana's Plan to Narrow the Gap:

Source: Marilyn Sass-Lehrer, et.al: EHDI - Where are the Gaps?  
Chicago, EHDI Conference 2010

- ▶ Language Acquisition (ASL, Sign Systems)
  - ▶ Family-Centered Practices
  - ▶ Standard Assessment Practices
  - ▶ Planning and Implementing Services
  - ▶ Collaboration and Interdisciplinary Practices
  - ▶ Professional Behaviors/Ethics
  - ▶ Technology: Auditory/Visual/Tactile
  - ▶ Social, Cultural, Linguistic Diversity
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# The Future

- ▶ Continue current trainings and resources
  - ▶ Train more State Trainers
  - ▶ Maintain core values and principles of Family Support Model
  - ▶ Participation in National Early Childhood Assessment Project
  - ▶ New initiatives at state level due to budget cuts downsizing streamlining and looking at how to perform more efficient seamless service delivery system (defragment)
  - ▶ Technology access (Facebook, Twitter, DVDs, Videophones) for communication
  - ▶ Sharing current research in all areas
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Come back 2012 to see  
how we're doing!

*In the meantime, feel free to "call us"!*

## **Outreach Services for Deaf and Hard of Hearing Children**

1200 East 42<sup>nd</sup> Street  
Indianapolis, IN 46205-2099

317.920.6311 (TTY/V) • 866-971-9975 (VP)

Toll Free: 800.722.6166

Fax: 317.920.6350

[www.deaf-kids.org](http://www.deaf-kids.org)