

Raising New Parents into Advocates in Part C

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Why?

- Human systems need continual improvement
- Better prepared parents = advocacy models for their children.
- Creating the next generation of leaders

And so it begins...



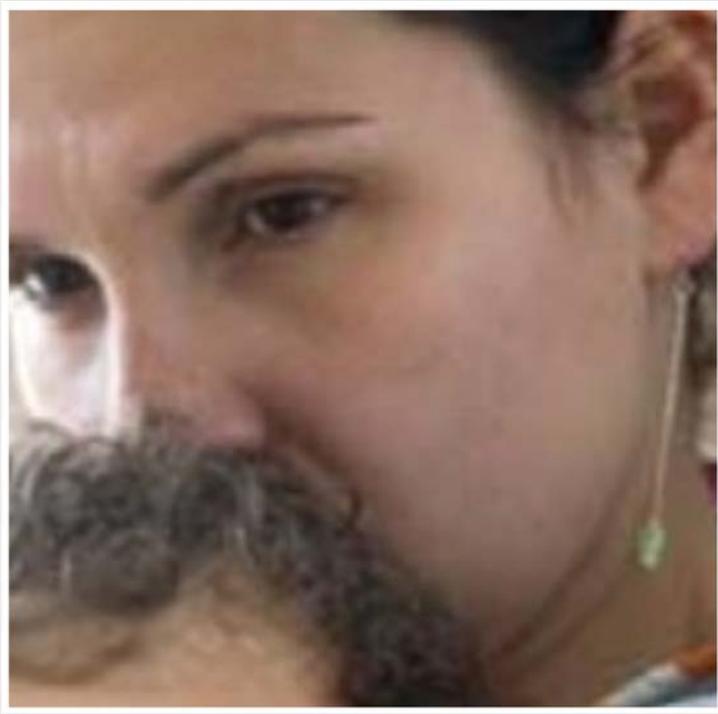
There Goes the Neighborhood... (or ... Here come the professionals)

How do humans
learn best?

The Hearing Aids
on the Dresser story

Best Predictors of
Outcomes



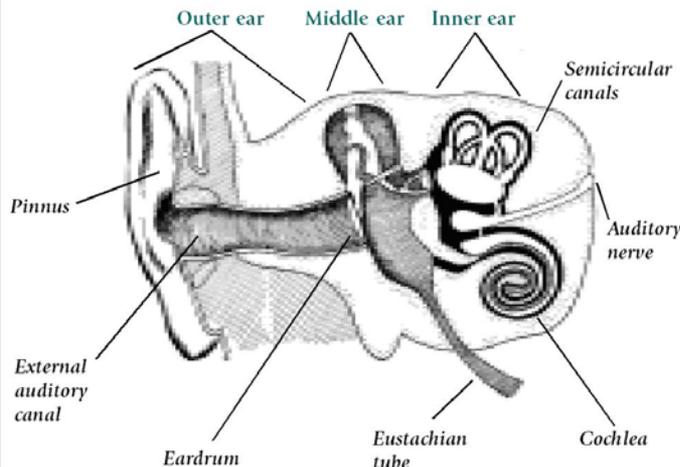


After “the news”

Learning the language of the new land:

The label and all that goes with it

IFSP, Part C, IDEA, service coordinator, natural environments, eligibility, present levels of development, family resources, priorities and concerns, measurable goals, transition timelines.



The Power of Parent to Parent

- I learned this and so can you
 - Rights, how to communicate child's needs, how to promote development
- Modeling, coaching, support in getting the big picture
- Improving systems
 - For my child
 - For the next family
 - For all families



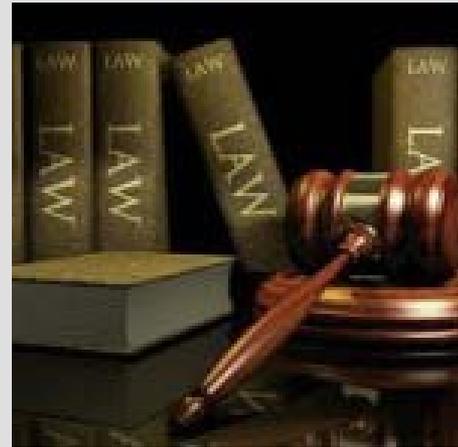


Deaf is “Different”

- Part C’s usual rhythm doesn’t always match this beat

- **Eligibility can be unclear**
- **Communication driven programs**
- **Gaining a year’s growth in a year’s time**
- **Proficiency of staff in understanding of deafness, communication methodology, amplification and listening environments, deaf culture, family support**

Changes to Part C



- New regs out Sept 28, 2011
- It's only 171 pages of reading.

<http://www.gpo.gov/fdsys/pkg/FR-2011-09-28/pdf/2011-22783.pdf>

- More on the Part C regs at the National Early Childhood Technical Assistance Center:

<http://www.nectac.org/idea/303regs.asp>

Changes: Relaxing of natural environments

Strengthened role of parent and multidisciplinary team, Transition changes

The IFSP Communication Plan

Making A Plan for Your Child:

- *The combination of your effort as a deeply invested parent partnered with a responsive, qualified team of early interventionists is far more likely to produce successful outcomes for your child who is deaf or hard of hearing.*
- Because hearing loss is considered a 'low incidence disability' it is often up to the parent to ensure that language, communication choices, access to support, and other unique considerations of hearing loss are addressed.

Some of the unique communication considerations are:

- The decisions families make for communicating with their child
- **Assistive Technology** (Amplification options, fm system, etc)
- **Family training, counseling and home visits** – families are supported to facilitate as language models and primary advocates for their child.
- **Peers and role models who are deaf or hard of hearing**
- **Family Service Coordinator** should be one of the family's primary service providers. Part C of IDEA states that the family service coordinator is to be "from the profession most immediately relevant to the infant's, toddler's or family's needs
- **Qualified, knowledgeable Service Providers...** Those who have expertise, experience, and training, in assessing and working with d/hh kids birth - three, specifically your child's/family's chosen communication option, if known/decided. (Including appropriate certification).

Assessments and curriculums that are tailored for children who are d/hh

Relevant family centered goals designed to create a year's progress in a year's time (or more!)

IFSP Communication Considerations for a child who is Deaf/Hard of hearing

The IFSP team has considered each area listed below, and has not denied opportunity based on the amount of the child's hearing level, the ability of the parents to communicate, nor the child's experience with other communication modes.

1. (a) Language and Communication currently used in our home include: English, native language, combination, other (specify:)

Communication Options

1(b) We are currently communicating with our child using:

ASL, CASE/PSE, Cued Speech, Gestures, Home signs, Listening and Spoken Language, SEE, etc etc.

Other: please explain.

Communication Options

We are considering or would like more information on the following

American Sign Language

Conceptual signs (Pidgin Signed English or PSE or CASE)

Cued Speech/Cued English, etc. etc.

Fingerspelling

Gestures

Listening and Spoken Language (and more)

- 1 (d) Describe the supports necessary to increase the access and ability for parents and family members to become language models.

Considerations:

Action plans, if any:

Assistive Technology

2. Assistive Technology can be thought of as any item that supports a child's ability to participate actively in his or her home, childcare program, school, or other community settings. (FM, hearing aids, implants, apps, etc.)

We are currently using:

We are considering and/or would like more information about the following:

Peers and Adult Role Models

3. Identify opportunities for direct communication with others who are deaf or hard of hearing. Discuss supports necessary for direct adult role model connections for the family, as well as opportunities for the child's direct interaction with other same age children who are deaf or hard of hearing.

Opportunities considered

Action Plan, if any:

Programming Options/Natural Environments

4. An explanation of all services and resources is provided and explored by the early intervention team. Discuss the supports necessary for the family to access these services including the environment in which they may be provided.

Services/program considered

Action plan if any

IFSP Communication Plan In the Community

6(a) Identify the community activities in which the family would like to participate (playgroups, library story times,

Considerations

Action Plan if any

6(b) Resources and supports needed to provide full communication access in these environments: (examples: visuals, seating, interpreting, FM, etc.)

Proficiency of Staff

5. List the qualified services providers on the team who have expertise, experience and training in working with children, birth to three, who are deaf or hard of hearing. (Note, communication options, certification, etc.)

Considerations

Action plan, if any.

When and How to Learn To Advocate?

- ***Right away (talk transition now)***
- ***The Teachable Moment***
...when a parent sees a need that a system or agency or insurance company won't consider.
- ***In the way we answer questions***
- ***In the types of support we give (connection to regular information, other parents...)***
- ***At our next visit***

Helpful Resources

- Guide By Your Side Programs
- H&V sites, including parent roadmaps, Resource Guides, Bridge to Preschool booklet, articles:
www.cohandsandvoices.org or
www.handsandvoices.org
- JCIH Position Statement: (JCIH 2007) recommends that all children with congenital permanent bilateral or unilateral hearing loss, including those with permanent conductive or neural hearing loss (i.e., auditory neuropathy/ dysynchrony), receive early intervention.
- www.infanthearing.org/earlyintervention/part_c_eligibility.pdf
Pamphlet on eligibility and effect of hearing on development by range of hearing loss
- <http://nichcy.org/babies/ifsp> Terms, who should be at meeting, goal writing, and more