

BRINGING IT ALL TOGETHER:

The Role of Deaf Professionals In Early Intervention

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2022 ANNUAL EARLY HEARING DETECTION & INTERVENTION
VIRTUAL CONFERENCE
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PRESENTERS:



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New Mexico School for the Deaf
Early Intervention & Developmental Services





New Mexico School for the Deaf

Early Intervention & Developmental Services



FACTS:

1982: NMSD early intervention program established. (Originally named "STEP*HI".)

1995: Deaf Mentor program established.

Present Day: Early Intervention & Developmental Services (EIDS).

Shared Reading Program (SRP)

Deaf Role Model (DRM)

Deaf Mentor (DM)

(Deaf) Developmental Specialists



DEVELOPMENT SPECIALISTS IN THE FAMILY INFANT TODDLER (FIT) PROGRAM

NMSD EIDS follows FIT guidelines:

The Family Infant Toddler (FIT) Program of the NM Department of Health (DOH), Developmental Disabilities Supports Division (DDSD) in collaboration with the Children Youth & Families Department (CYFD), Office of Child Development (OCD) created a system for certification of Developmental Specialists (DS) levels I, II and III, in December 2001, under LTSD Policy #01-6.1. The current guidelines and Developmental Specialist Policy were updated in January 2010.

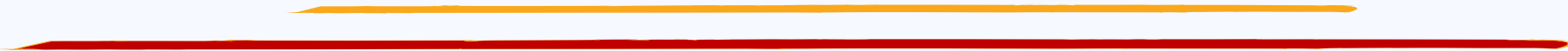


NEW MEXICO

Family Infant
Toddler Program

FAMILY GUIDED ROUTINES-BASED INTERVENTION

SS-OO-PP-RR





FAMILY GUIDED ROUTINES-BASED INTERVENTION

SS-OO-PP-RR

- ❖ Setting the Stage
- ❖ Observation & Opportunities to Embed
- ❖ Problem Solving and Planning
- ❖ Reflection and Review



<http://fgrbi.com/>

**“IN THE DEAF COMMUNITY, IN ORDER TO PLAY
A ROLE OF SOMEONE WITH A HEARING LOSS...
YOU HAVE TO HAVE HEARING LOSS.”**

KATIE LECLERC



FAMILY GUIDED ROUTINES-BASED INTERVENTION

SSOOPRR

- ❖ Setting the Stage
- ❖ Observation & Opportunities to Embed
- ❖ Problem Solving and Planning
- ❖ Reflection and Review



<http://fgrbi.fsu.edu>

**“IDENTITY IS FLUID AND CAN CHANGE
THROUGHOUT THE CHILD’S
DEVELOPMENTAL STAGES.
IT VARIES BASED ON ANTICIPATED
OUTCOMES AND AVAILABILITY OF THE
SUPPORT SYSTEM OF THE DEAF
COMMUNITY IN PARTNERSHIP WITH
PROFESSIONAL SERVICE PROVIDERS AND
EDUCATORS.”**



WHY US?

THE ROLE OF DEAF PROFESSIONALS IN EARLY INTERVENTION



**We are often the first
D/HH & Language
models for the child
and their families.**

D/HH CHILD

FAMILIES

CULTURE
&
IDENTITY

**We have experiences
incorporating languages
and communication
through different modes.**

COMMUNICATION
METHODS

**We provide a diverse
educational knowledge,
expertise, and
professional resources.**

EDUCATION

PROFESSIONAL
EXPERTISE

RESOURCES

**We have experiences
with technology and
equipment.**

MEDICAL

EQUIPMENT

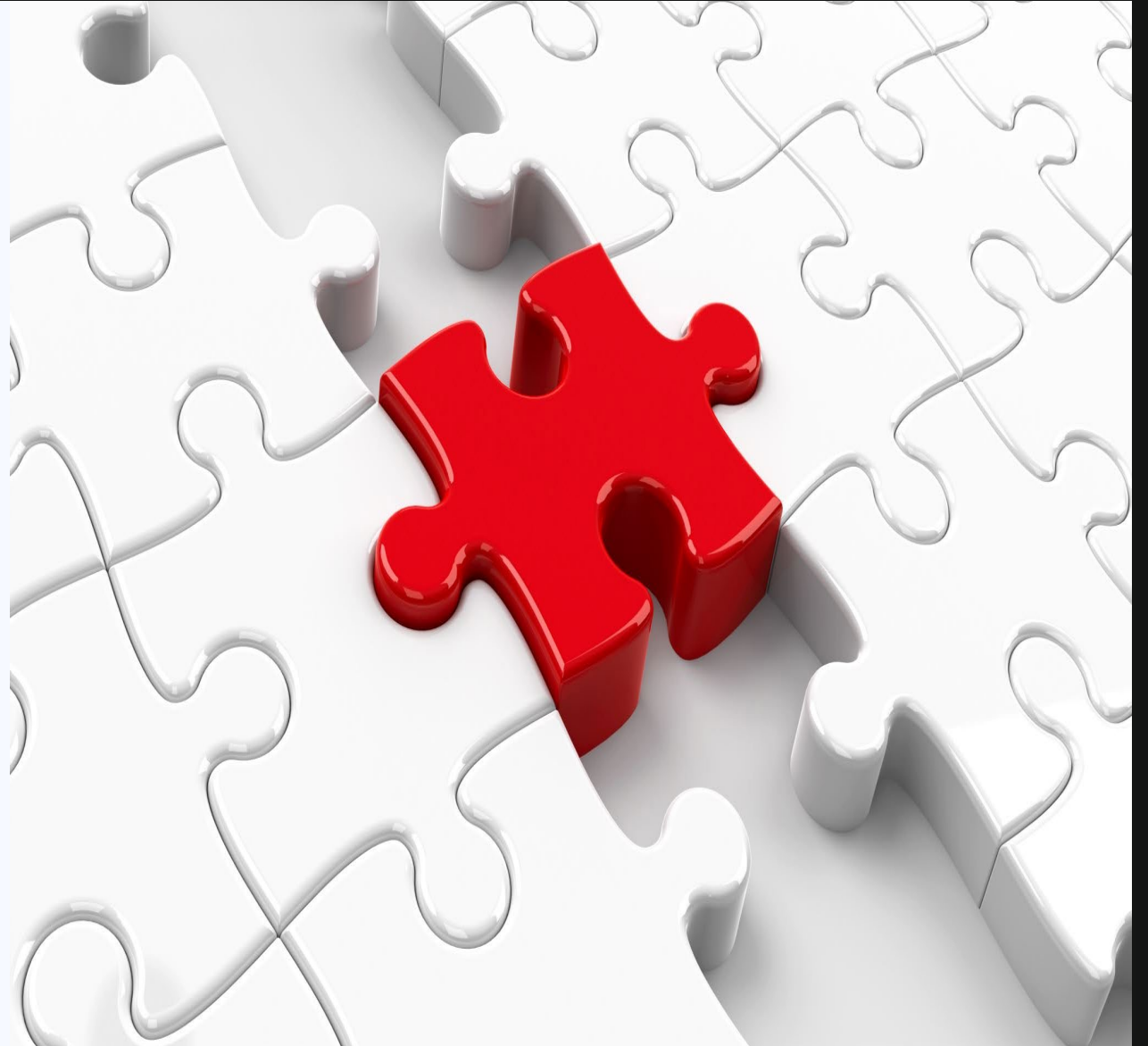
COLLABORATION

**Our “deafness” provides a
unique perspective and
experiences. This provides
an insight to families.**

**OURS
AND
YOURS**

**DEAF/HH
PROFESSIONALS**

**WE ARE A
PIECE
OF THE PUZZLE**



PUZZLE PIECES:

Our D/HH Professional has helped us in so many ways. Here are just a few of them.

Deaf Family Service Coordinator to provide language and educational support...

...noticed that our son's developmental skills have been a track.

Deaf Parent L.C.

he to help... for my child's vision issues... help adapt language to both of his disabilities.

~ Parent A.T.

... help and guidance...

Parent, K.Y.

DHH professionals are often the first DHH person to help their parents understand their child's needs. They show parents that their child is not "behind" and that they are doing so much better than they think. Knowing that their child will be okay! R. Getz Colorado Hearing Resource Coordinator (CO-Hear)

A Deaf/hard of hearing professional can provide insight into Deaf culture and help parents of Deaf/hard of hearing children understand their child's needs. They are also good resource people for facilitating early language (e.g. sign language).

T. Koteen.

We want to thank you for all the help and guidance you have extended to our child and our family.

~Parent K.Y.

Ever since we got a Deaf Family Service Coordinator to provide language and educational support for the daycare on how to work with a deaf baby, we noticed that our son's developmental skills have been on track. We are incredibly grateful for the services we receive from them. "If we have more deaf children, we will certainly reach out to her for support."

D/HH professional on our EI team provides an invaluable perspective for our families

**K. Gardzelewski, MA
CHIP CO-Hear Coordinator**

PUZZLE PIECES:

Coaching us new sign...

Autistic nonverbal

My whole family has grown closer by learning sign.

Parent, C.T.

coming from our son.

~Parent C.P.

Our hard of hearing professional has integrated a lot of touch sign to help compensate for my child's vision issues. This has help adapt language to both of his disabilities.

~ Parent A.T.

Often the first D/HH person that family has ever met...

...can dispel myths/ease fears about deafness

Show them how the sky is the limit for their child!

**R. Getz, MA
CHIP CO-Hear
Coordinator**

We want to thank you for all the help and guidance you have extended to Child and family.

~Parent K.Y.

Ever since we got a Deaf Family Service Coordinator to provide language and educational support for the daycare on how to work with a deaf baby, we noticed a significant difference in our child's development.

--- provide insight into Deaf culture.

...good resource providers for facilitating early language.

**T. Koteen, MA
CCC-SLP**

PUZZLE PIECES:

... unique perspective and experiences to contribute to the multidisciplinary early intervention team.

... Best meet the language communication...

**D. Fahlquist
Au.D., CCC-A**

... ability to serve as positive role models.

... similar experiences and challenges...

**C. Austin, Director of
Outreach Services CSBD**

Spanish speaking families are in awe how many languages you know.

... you provide through example what might be possible for their child.

Meeting a deaf professional's warm, open, honesty leads to open conversations.

**L. Wismann,
D. Shuler-Woodard,
K. Doolittle, E. Small.
CHIP CO-Hear Coordinators**

Contributed by: C. Austin, Director of Outreach Services, Colorado School for the Deaf and the Blind

Contributed by: L. Wismann, D. Shular-Woodard, K. Doolittle, E. Small. CHIP Colorado Hearing Resource (CO-Hear) Coordinators.

Anali G. ~ Family Service Coordinator

PUZZLE PIECES:

Touch sign to help compensate for my children's vision issues

Help adapt language to both of his disabilities.

Parent, A.T.

... child and family learn to communicate.
... support the family and the team members in getting evaluations with audiology or ENT.

... support the family by offering other resources...

**Anali G.
Family Service Coordinator**

... unique perspective that we may not have otherwise considered.

... give us even more insight into what the world must be like for our kiddos.

**Dawn T.
MT-BC/DS II**

PARENTS ARE THE



OF OUR PROGRAM

QUESTIONS?



REACH OUT!



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RESOURCES:

- ❖ **Deaf Professionals & Community Involvement With Early education.** infanthearing.org/ehdi-ebook/2021_ebook/19%20Chapter19DeafProfessionals2021.pdf
- ❖ **Hands and Voices.** <https://www.handsandvoices.org/>
- ❖ **Family Guided Routines Based Intervention.** <http://fgrbi.com/>
- ❖ **LeClerc, Katie.** https://www.inspiringquotes.us/quotes/RNs9_W7AHflmU
- ❖ **New Mexico Family Infant Toddler Program**
<https://www.nmhealth.org/publication/view/guide/3718/>

RESOURCES:

- ❖ New Mexico School For The Deaf. <https://www.nmsd.k12.nm.us/>
- ❖ Research/Resources Related To The Importance Of Deaf And Hard Of Hearing Role Models And Involvement With Families Of Young Children Who Are Deaf or Hard of Hearing.
<http://www.infanthearing.org/dhhadultinvolvement/docs/wisconsin/Deaf-Hard-of-Hearing-Involvement-Research-Resources.pdf>
- ❖ Ski Hi Deaf Mentor Program. <https://deaf-mentor.skihi.org/>
- ❖ The National Center for Hearing Assessment and Management (NCHAM) at Utah State University <https://www.infanthearing.org/>