



Outreach Program

Wisconsin Educational Services Program for the Deaf and Hard of Hearing

Tony Evers, PhD, State Superintendent

Wisconsin Department of Public Instruction

Alex H. Slappey, Director WESPDHH

Marcy Dicker, Director Outreach Program

WESP-DHH Western Region Birth to Six Redesign Pilot

Regional Team Member Training

This pilot project has been funded largely by the Wisconsin Birth to 3 Program (a program of the Department of Health Services) ARRA dollars.

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SKI-HI Training: Overview

Day One

Essentials – defines the role of the Parent Advisor, what a home visit looks like, outlines an effective home visit and effective early intervention programs overall and the principles of early intervention.

First Visits and Family Support – describes the impact of hearing loss on a child and family from a psycho-social perspective, discussion of the grieving process and providing emotional support to families throughout the early intervention process.

Assessment – describes the purposes of assessment, types of assessment tools available, areas that need to be assessed with children who are deaf or hard of hearing, and overview typical child development.

Day Two

Infants Birth to 12 Months – This part of the program emphasizes the importance of early stimulation and creating a rich environment for a child's optimum development. Discussions about the critical period for language development, auditory development, etc. is emphasized.

Earliest Interactions – Earliest Interactions is all about early communication. How do babies communicate, why do they communicate, communication as the foundation for language development, regardless of methodology, and teaching parents to be keen observers of their child's communication attempts and their comprehension of information conveyed to them.

Natural Environments and Routines – all language, listening skills, speech development, etc. is stimulated through everyday environments and routines. This concept and idea is emphasized in this part of the training.

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Play and Concept Development – Play is children’s work, and play is the stimulus for all development in babies. If it’s fun and playful, children are interested in being involved. We explain the importance of play, describe types of play and play development, and discuss how adults can be effective play partners.

Day Three

Hearing Aid Program – in this section of the curriculum and the training we discuss the importance of early amplification, hearing aid technology, how sound travels, parts of the ear, types and causes of hearing loss, understanding and describing an audiogram, daily testing and care of the hearing aid and helping the child wear his/her hearing aids all waking hours. Participants get the chance to hold hearing aids, test them, and experience putting in ear molds.

Cochlear Implants – the technology behind implants, how it’s done, parts of the implant, explaining the process to families, description of the surgery and candidacy, etc. will all be discussed as well as the differences between CIs and hearing aids and the long term therapy required to help children to learn to listen and understand what they are hearing through their CIs.

Being Deaf: Basic Communication Issues and Approaches – often in early intervention the focus is on the first three years of life, communication methodologies, speech and language, listening, amplification and so on. Rarely is time spent talking about the many ways individuals who are deaf or hard of hearing function in the real world, what being deaf means, the difference between Deaf and deaf, and life as a person who is Deaf, deaf, or hard of hearing across the lifespan. This section has stories of real life individuals who are deaf or hard of hearing and families who have raised children who are deaf or hard of hearing and experiencing a great deal of success in their lives.

Day Four

Early Visual Communication – this program breaks down all of the information that has been learned from Deaf parents who have raised or are raising children who are deaf. The unique ways that Deaf parents take advantage of their child’s visual world for learning are discussed in detail in this part of the training.

Early Spoken Language Through Audition- This is the “auditoryverbal portion of the curriculum. A discussion of why this approach focuses on teaching children to listen without facial cues, visual cues, signs or gestures helps them to develop their auditory skills. It is designed to be used with children in auditory-verbal therapy in order to generalize their skills to their home environment.

Early Auditory Learning – auditory development is essential for any child with a hearing loss to help him/her develop residual hearing. This program helps participants move children from one phase of listening to the next using voice, facial expression, body expression, gestures, and signs for those children who use sign language.

Communication Methodologies – the many communication methodologies that are available to children who are deaf or hard of hearing and their families are discussed here, along with ways you can effectively share methodology options without bias to families.

Day Five

Sim Com – this is a language program that helps families learn to use sim com effectively for the development of language.

Bi-Bi/Deaf Mentor- The aspects of a bilingual-bicultural program are discussed in this program and the concept of a Deaf Mentor is introduced.

Aural-Oral – this is a language program that helps families learn to use spoken language and listening effectively for the development of language.

Cued Speech – information is provided regarding what Cued Speech is, how you developing cueing skills, and how you can help a child develop language using Cued Speech.

Day Six

Literacy- The literacy program is designed to meet the needs of every child, because every child regardless of disability should have access to books and reading materials. Discussions of how literacy, cognition, play, and language scaffold on one another to develop abstract thinking and advanced language skills are the primary focus of this section of the training.

Children with Additional Special Needs – This section is a spring board of information for children who are deaf or hard of hearing with additional disabilities.

Final Assignment – The final assignment helps participants to pull together all the information that they learned and apply it in a mock situation.

1. My knowledge in working in partnership with a diversity of families and providers

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	18.8% (3)	31.3% (5)	31.3% (5)	12.5% (2)	3.25	16
	answered question						16
	skipped question						0

2. My knowledge in assessing family resources, priorities and concerns.

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	18.8% (3)	37.5% (6)	31.3% (5)	6.3% (1)	3.13	16
	answered question						16
	skipped question						0

3. My knowledge of strategies in supporting families in setting relevant child and family outcomes.

	Little				Great	Rating Average	Response Count
Rating	12.5% (2)	18.8% (3)	31.3% (5)	31.3% (5)	6.3% (1)	3.00	16
	answered question						16
	skipped question						0

4. My knowledge of strategies used in supporting families in moving toward and meeting identified outcomes

	Little				Great	Rating Average	Response Count
Rating	12.5% (2)	18.8% (3)	31.3% (5)	25.0% (4)	12.5% (2)	3.06	16
	answered question						16
	skipped question						0

5. My knowledge of the overall SKI-HI Early Intervention Program for Infant and Young Children who are Deaf or Hard of Hearing and how to use it.

	Little				Great	Rating Average	Response Count
Rating	68.8% (11)	18.8% (3)	12.5% (2)	0.0% (0)	0.0% (0)	1.44	16
	answered question						16
	skipped question						0

6. My knowledge of the impact of hearing loss on communication, learning, and development of an infant or young child.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.3% (1)	18.8% (3)	62.5% (10)	12.5% (2)	3.81	16
	answered question						16
	skipped question						0

7. My knowledge of the unique concerns and needs of families of infants and children who are deaf or hard of hearing.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	18.8% (3)	37.5% (6)	37.5% (6)	6.3% (1)	3.31	16
							answered question 16
							skipped question 0

8. My knowledge of deafness, appreciation of deafness, Deaf Culture.

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	12.5% (2)	43.8% (7)	18.8% (3)	18.8% (3)	3.31	16
							answered question 16
							skipped question 0

9. My knowledge of early communication and interaction between the young child, family and others.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	40.0% (6)	40.0% (6)	13.3% (2)	3.60	15
							answered question 15
							skipped question 1

10. My knowledge of the considerations and decisions needed to determine appropriate communication methodology(ies).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	31.3% (5)	56.3% (9)	12.5% (2)	0.0% (0)	2.81	16
							answered question 16
							skipped question 0

11. My knowledge of how we hear, types of hearing loss, and hearing tests for infants and young children.

	Little	Great	Rating Average	Response Count			
Rating	0.0% (0)	18.8% (3)	37.5% (6)	31.3% (5)	12.5% (2)	3.38	16
	answered question						16
	skipped question						0

12. My knowledge of the management of hearing aids, cochlear implants, and assistive technology.

	Little	Great	Rating Average	Response Count			
Rating	12.5% (2)	18.8% (3)	31.3% (5)	25.0% (4)	12.5% (2)	3.06	16
	answered question						16
	skipped question						0

13. My knowledge of listening skill development and strategies to foster this development.

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	12.5% (2)	50.0% (8)	31.3% (5)	0.0% (0)	3.06	16
	answered question						16
	skipped question						0

14. My knowledge of language development (signed and spoken) and how to facilitate its development.

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	12.5% (2)	43.8% (7)	25.0% (4)	12.5% (2)	3.25	16
	answered question						16
	skipped question						0

15. My knowledge of literacy development for deaf and hard of hearing children and strategies to facilitate its development

	Little	Great	Rating Average	Response Count			
Rating	13.3% (2)	33.3% (5)	33.3% (5)	20.0% (3)	0.0% (0)	2.60	15
	answered question						15
	skipped question						1

16. My knowledge of assessment tools/strategies to assess communication and language development of young deaf and hard of hearing children.

	Little	Great	Rating Average	Response Count			
Rating	18.8% (3)	31.3% (5)	37.5% (6)	6.3% (1)	6.3% (1)	2.50	16
	answered question						16
	skipped question						0

17. My knowledge of collecting and reporting demographic and child progress data.

	Little	Great	Rating Average	Response Count			
Rating	18.8% (3)	25.0% (4)	43.8% (7)	12.5% (2)	0.0% (0)	2.50	16
	answered question						16
	skipped question						0

18. My knowledge of the signs/indicators that a child may have a combined vision and hearing loss (ability to identify a dual sensory loss).

						Rating Average	Response Count
Rating	12.5% (2)	62.5% (10)	18.8% (3)	6.3% (1)		2.19	16
						answered question	16
						skipped question	0

19. My knowledge of strategies/interventions/resources used to promote the development of a child with a combined vision and hearing loss.

	Little				Great	Rating Average	Response Count
Rating	13.3% (2)	66.7% (10)	20.0% (3)	0.0% (0)	0.0% (0)	2.07	15
						answered question	15
						skipped question	1

20. My knowledge/understanding of the WI Early Hearing Detection and Intervention (EHDI) Program (Wisconsin Sound Beginnings).

	Little				Great	Rating Average	Response Count
Rating	26.7% (4)	13.3% (2)	26.7% (4)	26.7% (4)	6.7% (1)	2.73	15
						answered question	15
						skipped question	1

21. My knowledge of the Birth 3 Program Process and Philosophy of Intervention Services.

	Little	Great	Rating Average	Response Count			
Rating	12.5% (2)	0.0% (0)	37.5% (6)	18.8% (3)	31.3% (5)	3.56	16
	answered question						16
	skipped question						0

22. My knowledge/understanding of the eligibility criteria for deaf and hard of hearing children for Birth to 3 Services.

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	25.0% (4)	25.0% (4)	12.5% (2)	31.3% (5)	3.38	16
	answered question						16
	skipped question						0

23. My knowledge of the WI Department of Public Instruction (DPI) Special Education Process and Philosophy in providing Special Education Services for children in Early Childhood (3-6 year).

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	31.3% (5)	37.5% (6)	18.8% (3)	6.3% (1)	2.88	16
	answered question						16
	skipped question						0

24. My knowledge/understanding of the eligibility criteria for deaf and hard of hearing children for Special Education Services.

						Rating Average	Response Count	
	Rating	6.3% (1)	43.8% (7)	37.5% (6)	12.5% (2)	2.56	16	
							answered question	16
							skipped question	0

25. My ability in assisting families to work in partnership with a diversity of providers.

		Little			Great	Rating Average	Response Count	
	Rating	6.3% (1)	18.8% (3)	31.3% (5)	31.3% (5)	12.5% (2)	3.25	16
							answered question	16
							skipped question	0

26. My ability in assisting families to identify their family resources, priorities and concerns.

		Little			Great	Rating Average	Response Count	
	Rating	6.3% (1)	12.5% (2)	18.8% (3)	62.5% (10)	0.0% (0)	3.38	16
							answered question	16
							skipped question	0

27. My ability in supporting families to set relevant child and family outcomes.

		Little			Great	Rating Average	Response Count	
	Rating	6.3% (1)	18.8% (3)	18.8% (3)	56.3% (9)	0.0% (0)	3.25	16
							answered question	16
							skipped question	0

28. My ability in supporting families to make progress toward and meet identified outcomes.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	26.7% (4)	20.0% (3)	40.0% (6)	13.3% (2)	3.40	15
						answered question	15
						skipped question	1

29. My ability to support families in learning about the overall SKI-HI Early Intervention Program for Infant and Young Children Who are Deaf or Hard of Hearing and how to use it.

	Little				Great	Rating Average	Response Count
Rating	43.8% (7)	18.8% (3)	12.5% (2)	25.0% (4)	0.0% (0)	2.19	16
						answered question	16
						skipped question	0

30. My ability to foster families' understanding of the impact of hearing loss on communication, learning, and development of an infant or young child.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	12.5% (2)	31.3% (5)	43.8% (7)	12.5% (2)	3.56	16
						answered question	16
						skipped question	0

31. My ability in assisting families in learning about the unique concerns and needs of families of infants and children who are deaf or hard of hearing.

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	12.5% (2)	25.0% (4)	37.5% (6)	18.8% (3)	3.50	16
	answered question						16
	skipped question						0

32. My ability in assisting families in learning about deafness, appreciation of deafness and Deaf Culture.

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	37.5% (6)	12.5% (2)	37.5% (6)	6.3% (1)	3.00	16
	answered question						16
	skipped question						0

33. My ability in assisting families in learning about early communication and interaction between a young child, family and others.

	Little				Great	Rating Average	Response Count
Rating	6.3% (1)	12.5% (2)	25.0% (4)	43.8% (7)	12.5% (2)	3.44	16
	answered question						16
	skipped question						0

34. My ability in assisting families to learn about the considerations and decisions needed for determining appropriate communication methodology(ies).

	Little	Great	Rating Average	Response Count			
Rating	0.0% (0)	37.5% (6)	12.5% (2)	50.0% (8)	0.0% (0)	3.13	16
	answered question						16
	skipped question						0

35. My ability in assisting families to learn about how we hear, types of hearing loss, and hearing tests for infants and young children.

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	18.8% (3)	25.0% (4)	37.5% (6)	12.5% (2)	3.31	16
	answered question						16
	skipped question						0

36. My ability in assisting families to learn about the management of hearing aids, cochlear implants, and assistive technology.

	Little	Great	Rating Average	Response Count			
Rating	13.3% (2)	40.0% (6)	13.3% (2)	20.0% (3)	13.3% (2)	2.80	15
	answered question						15
	skipped question						1

37. My ability in assisting families to learn about listening skill development and strategies to foster this development.

	Little	Great	Rating Average	Response Count			
Rating	12.5% (2)	12.5% (2)	31.3% (5)	43.8% (7)	0.0% (0)	3.06	16
	answered question						16
	skipped question						0

38. My ability in assisting families to learn about language development (spoken & signed), and how to facilitate its development.

	Little	Great	Rating Average	Response Count			
Rating	6.3% (1)	25.0% (4)	0.0% (0)	62.5% (10)	6.3% (1)	3.38	16
	answered question						16
	skipped question						0

39. My ability in assisting families to learn about literacy development for deaf and hard of hearing children and strategies to facilitate its development

	Little	Great	Rating Average	Response Count			
Rating	18.8% (3)	12.5% (2)	31.3% (5)	31.3% (5)	6.3% (1)	2.94	16
	answered question						16
	skipped question						0

40. My ability in assisting families to learn about assessment tools/strategies to assess communication and language development in young deaf and hard of hearing children.

	Little	Great	Rating Average	Response Count
Rating	12.5% (2) 12.5% (2) 43.8% (7) 31.3% (5)	0.0% (0)	2.94	16
	answered question			16
	skipped question			0

41. My ability in assisting families in learning about collecting and reporting "data" related to their child's progress and development.

	Little	Great	Rating Average	Response Count
Rating	25.0% (4) 18.8% (3) 25.0% (4) 31.3% (5)	0.0% (0)	2.63	16
	answered question			16
	skipped question			0

42. My ability in assisting families in learning about the signs/indicators that a child may have a combined vision and hearing loss (ability to identify a dual sensory loss).

	Rating	Response Count	
Rating	25.0% (4) 37.5% (6) 37.5% (6) 0.0% (0)	2.13	
	answered question		16
	skipped question		0

43. My ability in assisting families in learning about strategies/interventions/resources used to promote the development of a child with a combined vision and hearing loss.

	Little	Great	Rating Average	Response Count			
Rating	20.0% (3)	26.7% (4)	20.0% (3)	33.3% (5)	0.0% (0)	2.67	15
	answered question						15
	skipped question						1

44. My ability in assisting families in understanding of the WI Early Hearing Detection and Intervention (EHDI) Program (Wisconsin Sound Beginnings).

	Little	Great	Rating Average	Response Count			
Rating	18.8% (3)	25.0% (4)	18.8% (3)	31.3% (5)	6.3% (1)	2.81	16
	answered question						16
	skipped question						0

45. My ability in assisting families in learning about the Birth 3 Program Process and Philosophy of Intervention Services.

	Little	Great	Rating Average	Response Count			
Rating	12.5% (2)	18.8% (3)	6.3% (1)	37.5% (6)	25.0% (4)	3.44	16
	answered question						16
	skipped question						0

46. My ability in assisting families in understanding the eligibility criteria for deaf and hard of hearing children for Birth to 3 Services.

	Little				Great	Rating Average	Response Count
Rating	12.5% (2)	18.8% (3)	12.5% (2)	31.3% (5)	25.0% (4)	3.38	16
	answered question						16
	skipped question						0

47. My ability in assisting families in understanding the WI Department of Public Instruction (DPI) Special Education Process and Philosophy in providing Special Education Services for children in Early Childhood (3-6 year).

	Little				Great	Rating Average	Response Count
Rating	25.0% (4)	12.5% (2)	18.8% (3)	31.3% (5)	12.5% (2)	2.94	16
	answered question						16
	skipped question						0

48. My ability in assisting families in understanding the eligibility criteria for deaf and hard of hearing children for Special Education Services.

						Rating Average	Response Count
Rating	13.3% (2)	40.0% (6)	33.3% (5)	13.3% (2)		2.47	15
	answered question						15
	skipped question						1

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Team Building Activity Ideas

Activities Prior to the Beginning of the SKI-HI Training:

Meet and Greet Dinner

Sponsor a dinner the night before the training begins. Use the below activities to foster team development and relationship building.

Tuesday Night Pair Share

Choose a partner or two that you do not know and interview each other using the following questions. Then choose a spokesperson from your group to share your responses.

- What do you hope to get out of the training?
- What is your perception of the purpose of the pilot?
- What do you feel is your role on the Western Regional Team?

Team Introductions

Each person crosses the room to find someone they don't know. Each partner introduces themselves including these points: name, what agency you work for, what your job is, what you like best about working with children and families, and your favorite relaxing activity. At the end of five minutes, partners introduce their partners to the rest of the group.

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Training Activities Imbedded into the SKI-HI Training:

Signature Bingo

Walk around the room and try to find five 'matches' across, down, or diagonally to get a Bingo of signatures for your new teammates. Only one signature from each participant, please, and make sure you get a first and last name signature. Sorry, you may not sign your own card.

I am a swimmer.	I am left handed.	I knit or crochet.	I love cats.	I collect _____.
I have milked a cow.	I am a Packer fan.	I have been to Mexico or Canada.	I am good at math.	I feed the birds.
I recycle.	I know American Sign Language.	I have hung sheetrock.	I am a gardener.	I have met someone famous: _____.
I can drive a manual transmission.	I went camping to _____.	I love to golf.	I speak another language.	I have been to Europe.
I have seen a game at Lambeau Field.	I am a fixer upper.	I am a great cook.	I have traveled outside of the Midwest.	I am an artist.

Unwinding the Yarn

Team members are arranged into a circle. One person volunteers to state 3 skills/areas where they felt they have knowledge or expertise in working with d/hh and db children. That person then asks the group if anyone else had listed any of the same skills that were shared. The yarn is then tossed to the person who had matched a skill (while the first person continues to hold onto their end of the yarn). This process is followed until everyone shared a skill. At the end, of the process, the yarn represents a "loose" spider web. This web is a metaphor for the network being formed through the team's collaborations. It represents, that, although people have different backgrounds, as a team they are all connected. The last part of this activity is to have each person pull the yarn tightly to strengthen the web. The web is now a metaphor for increasing team connections, which then results in more streamlined (direct) connections and services.

Role Play the Service Provision Model

Team members get into groups of four; the four take the following parts: family, Birth to 3 provider, Regional Service Coordinator, Regional Team Member. Run through a scenario where a child has been referred to the team through Guide By Your Side, or another referral source. How do you work together to serve that child and family? After discussing for 10 – 15 minutes, groups then share their observations with the remaining Regional Team members.

Partnerships Pizza

Invite regional stakeholder partners (CYSHCN, ODHH, CESA10, WESP-DHH Outreach, Birth to 3, and Wisconsin Sound Beginnings etc.) to meet with the Regional Team members over pizza and salad. The stakeholder partners present how their agency can support each of the team members in working with families. Partners share resources and displays. After all the stakeholder present, provide time for the Regional Team members to interact with the stakeholders, ask questions and view the resources that are provided.

Group Photograph

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WI Birth to 3 & Department of Public Instruction System Resources: Independent Study Fall 2010

Below is a listing of 3 pre-recorded webcasts that relate to the WI Systems involved in B-6 Services for d/hh children. The first of these (EHDI) is specific to hearing loss. The second two relate to the overall philosophies and practices of Birth to 3 services provided by DHS and Early Childhood Services provided by DPI.

Assignment:

1. Watch each of these webcasts and review the accompanying handouts.
2. Participate in one live webcasts to review and discuss the content of the information and how it applies to your role as a Regional Team Member.

Webcasts Addresses:

1. Waisman Center Connections:
Wisconsin Medical Home Webcast Series:

<http://www.waisman.wisc.edu/connections/webcast.php>

A. Early Hearing Detection and Intervention (EHDI): A Sound Beginning for Wisconsin's Babies (15 min)

Sharon Fleischfresser, MD, MPH
Medical Director, Wisconsin CYSHCN Program

B. Wisconsin Birth to 3 Early Intervention Program (25 min)

Linda Tuchman-Ginsberg, Ph.D.
Program Director, Waisman Center Early Intervention Program

2. Department Of Public Instruction (DPI):
WI State Performance Plan (SPP), Indicator #12, Transition from Part C to Part B

<http://www.dpi.wi.gov/sped/spp-tran-presch.html>

This pilot project has been funded largely by the Wisconsin Birth to 3 Program (a program of the Department of Health Services) ARRA dollars.

Ready- Set-Go: Ensuring a Smooth Transition from Birth to 3 to Special Education (Overview). 9-24-2008 (35 min.)

Jill Haglund, Early Childhood Consultant, DPI

Lori Wittemann, Birth to 3 Program & Policy Specialist, DHS

<http://dpimedia.wi.gov/main/Viewer/?peid=aafef695-68e1-497a-9fd7-42a2fc34c39c>
(direct link to webcast)

Note: This webcast was made in 2008; you have an additional PowerPoint with updated information. (IDEA Part C to Part B Transition, May 2010)

1. My knowledge in working in partnership with a diversity of families and providers

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	46.7% (7)	40.0% (6)	4.27	15
answered question							15
skipped question							0

2. My knowledge in assessing family resources, priorities and concerns.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	20.0% (3)	46.7% (7)	33.3% (5)	4.13	15
answered question							15
skipped question							0

3. My knowledge of strategies in supporting families in setting relevant child and family outcomes.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	20.0% (3)	33.3% (5)	40.0% (6)	4.07	15
answered question							15
skipped question							0

4. My knowledge of strategies used in supporting families in moving toward and meeting identified outcomes

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	21.4% (3)	50.0% (7)	28.6% (4)	4.07	14
answered question							14
skipped question							1

5. My knowledge of the overall SKI-HI Early Intervention Program for Infant and Young Children who are Deaf or Hard of Hearing and how to use it.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	6.7% (1)	60.0% (9)	26.7% (4)	4.07	15
answered question							15
skipped question							0

6. My knowledge of the impact of hearing loss on communication, learning, and development of an infant or young child.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	13.3% (2)	80.0% (12)	4.73	15
answered question							15
skipped question							0

7. My knowledge of the unique concerns and needs of families of infants and children who are deaf or hard of hearing.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	20.0% (3)	73.3% (11)	4.67	15
answered question							15
skipped question							0

8. My knowledge of deafness, appreciation of deafness, Deaf Culture.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	26.7% (4)	60.0% (9)	4.47	15
answered question							15
skipped question							0

9. My knowledge of early communication and interaction between the young child, family and others.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	66.7% (10)	4.60	15
answered question							15
skipped question							0

10. My knowledge of the considerations and decisions needed to determine appropriate communication methodology(ies).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	40.0% (6)	46.7% (7)	4.33	15
answered question							15
skipped question							0

11. My knowledge of how we hear, types of hearing loss, and hearing tests for infants and young children.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	20.0% (3)	20.0% (3)	60.0% (9)	4.40	15
answered question							15
skipped question							0

12. My knowledge of the management of hearing aids, cochlear implants, and assistive technology.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	13.3% (2)	13.3% (2)	33.3% (5)	40.0% (6)	4.00	15
answered question							15
skipped question							0

13. My knowledge of listening skill development and strategies to foster this development.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	13.3% (2)	46.7% (7)	33.3% (5)	4.07	15
answered question							15
skipped question							0

14. My knowledge of language development (signed and spoken) and how to facilitate its development.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	40.0% (6)	46.7% (7)	4.33	15
answered question							15
skipped question							0

15. My knowledge of literacy development for deaf and hard of hearing children and strategies to facilitate its development

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	13.3% (2)	46.7% (7)	33.3% (5)	4.07	15
answered question							15
skipped question							0

16. My knowledge of assessment tools/strategies to assess communication and language development of young deaf and hard of hearing children.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	33.3% (5)	26.7% (4)	33.3% (5)	3.87	15
answered question							15
skipped question							0

17. My knowledge of collecting and reporting demographic and child progress data.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	20.0% (3)	46.7% (7)	26.7% (4)	3.93	15
answered question							15
skipped question							0

18. My knowledge of the signs/indicators that a child may have a combined vision and hearing loss (ability to identify a dual sensory loss).

						Rating Average	Response Count
Rating	0.0% (0)	26.7% (4)	53.3% (8)	20.0% (3)		2.93	15
answered question							15
skipped question							0

19. My knowledge of strategies/interventions/resources used to promote the development of a child with a combined vision and hearing loss.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	14.3% (2)	28.6% (4)	35.7% (5)	21.4% (3)	3.64	14
answered question							14
skipped question							1

20. My knowledge/understanding of the WI Early Hearing Detection and Intervention (EHDI) Program (Wisconsin Sound Beginnings).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	0.0% (0)	80.0% (12)	20.0% (3)	4.20	15
answered question							15
skipped question							0

21. My knowledge of the Birth 3 Program Process and Philosophy of Intervention Services.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	46.7% (7)	46.7% (7)	4.40	15
answered question							15
skipped question							0

22. My knowledge/understanding of the eligibility criteria for deaf and hard of hearing children for Birth to 3 Services.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	26.7% (4)	66.7% (10)	4.60	15
answered question							15
skipped question							0

23. My knowledge of the WI Department of Public Instruction (DPI) Special Education Process and Philosophy in providing Special Education Services for children in Early Childhood (3-6 year).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	15.4% (2)	46.2% (6)	38.5% (5)	4.23	13
answered question							13
skipped question							2

24. My knowledge/understanding of the eligibility criteria for deaf and hard of hearing children for Special Education Services.

						Rating Average	Response Count
Rating	0.0% (0)	6.7% (1)	26.7% (4)	66.7% (10)		3.60	15
answered question							15
skipped question							0

25. Please take a moment to reflect upon your knowledge base and competency levels before the training. Do you have any new insight or awareness of knowledge/competencies that you thought you had, that you now realize were missing related to providing services to young deaf and hard of hearing infants, toddlers and preschoolers? If yes, please comment below.

	Response Count
	9
answered question	9
skipped question	6

26. My ability in assisting families to work in partnership with a diversity of providers.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	53.3% (8)	40.0% (6)	4.33	15
	answered question						15
	skipped question						0

27. My ability in assisting families to identify their family resources, priorities and concerns.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	60.0% (9)	33.3% (5)	4.27	15
	answered question						15
	skipped question						0

28. My ability in supporting families to set relevant child and family outcomes.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	40.0% (6)	46.7% (7)	4.33	15
answered question							15
skipped question							0

29. My ability in supporting families to make progress toward and meet identified outcomes.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	6.7% (1)	53.3% (8)	40.0% (6)	4.33	15
answered question							15
skipped question							0

30. My ability to support families in learning about the overall SKI-HI Early Intervention Program for Infant and Young Children Who are Deaf or Hard of Hearing and how to use it.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	20.0% (3)	33.3% (5)	46.7% (7)	4.27	15
answered question							15
skipped question							0

31. My ability to foster families' understanding of the impact of hearing loss on communication, learning, and development of an infant or young child.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	26.7% (4)	60.0% (9)	4.47	15
answered question							15
skipped question							0

32. My ability in assisting families in learning about the unique concerns and needs of families of infants and children who are deaf or hard of hearing.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	13.3% (2)	20.0% (3)	66.7% (10)	4.53	15
answered question							15
skipped question							0

33. My ability in assisting families in learning about deafness, appreciation of deafness and Deaf Culture.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	26.7% (4)	40.0% (6)	33.3% (5)	4.07	15
answered question							15
skipped question							0

34. My ability in assisting families in learning about early communication and interaction between a young child, family and others.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	7.1% (1)	21.4% (3)	71.4% (10)	4.64	14
answered question							14
skipped question							1

35. My ability in assisting families to learn about the considerations and decisions needed for determining appropriate communication methodology(ies).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	7.1% (1)	42.9% (6)	50.0% (7)	4.43	14
answered question							14
skipped question							1

36. My ability in assisting families to learn about how we hear, types of hearing loss, and hearing tests for infants and young children.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	7.1% (1)	42.9% (6)	50.0% (7)	4.43	14
answered question							14
skipped question							1

37. My ability in assisting families to learn about the management of hearing aids, cochlear implants, and assistive technology.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	28.6% (4)	35.7% (5)	35.7% (5)	4.07	14
answered question							14
skipped question							1

38. My ability in assisting families to learn about listening skill development and strategies to foster this development.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	21.4% (3)	28.6% (4)	50.0% (7)	4.29	14
answered question							14
skipped question							1

39. My ability in assisting families to learn about language development (spoken & signed), and how to facilitate its development.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	7.1% (1)	42.9% (6)	50.0% (7)	4.43	14
answered question							14
skipped question							1

40. My ability in assisting families to learn about literacy development for deaf and hard of hearing children and strategies to facilitate its development

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	14.3% (2)	64.3% (9)	21.4% (3)	4.07	14
answered question							14
skipped question							1

41. My ability in assisting families to learn about assessment tools/strategies to assess communication and language development in young deaf and hard of hearing children.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	23.1% (3)	46.2% (6)	30.8% (4)	4.08	13
answered question							13
skipped question							2

42. My ability in assisting families in learning about collecting and reporting "data" related to their child's progress and development.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	38.5% (5)	30.8% (4)	30.8% (4)	3.92	13
answered question							13
skipped question							2

43. My ability in assisting families in learning about the signs/indicators that a child may have a combined vision and hearing loss (ability to identify a dual sensory loss).

					Rating Average	Response Count
Rating	0.0% (0)	28.6% (4)	50.0% (7)	21.4% (3)	2.93	14
answered question						14
skipped question						1

44. My ability in assisting families in learning about strategies/interventions/resources used to promote the development of a child with a combined vision and hearing loss.

					Rating Average	Response Count	
		Little			Great		
Rating	0.0% (0)	0.0% (0)	46.2% (6)	38.5% (5)	15.4% (2)	3.69	13
answered question						13	
skipped question						2	

45. My ability in assisting families in understanding of the WI Early Hearing Detection and Intervention (EHDI) Program (Wisconsin Sound Beginnings).

					Rating Average	Response Count	
		Little			Great		
Rating	0.0% (0)	0.0% (0)	23.1% (3)	53.8% (7)	23.1% (3)	4.00	13
answered question						13	
skipped question						2	

46. My ability in assisting families in learning about the Birth 3 Program Process and Philosophy of Intervention Services.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	14.3% (2)	50.0% (7)	35.7% (5)	4.21	14
answered question							14
skipped question							1

47. My ability in assisting families in understanding the eligibility criteria for deaf and hard of hearing children for Birth to 3 Services.

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	7.1% (1)	57.1% (8)	35.7% (5)	4.29	14
answered question							14
skipped question							1

48. My ability in assisting families in understanding the WI Department of Public Instruction (DPI) Special Education Process and Philosophy in providing Special Education Services for children in Early Childhood (3-6 year).

	Little				Great	Rating Average	Response Count
Rating	0.0% (0)	0.0% (0)	23.1% (3)	46.2% (6)	30.8% (4)	4.08	13
answered question							13
skipped question							2

49. My ability in assisting families in understanding the eligibility criteria for deaf and hard of hearing children for Special Education Services.

					Rating Average	Response Count
Rating	0.0% (0)	7.1% (1)	21.4% (3)	71.4% (10)	3.64	14
answered question						14
skipped question						1

50. Now that the training is completed, have you had the opportunity to utilize the information that you learned? This can be either in the form of sharing new information with families and others, or it can be changes in the approaches/philosophies that you use to carry out your work. If yes, please briefly explain.

					Response Count
					7
answered question					7
skipped question					8

Page 1, Q25. Please take a moment to reflect upon your knowledge base and competency levels before the training. Do you have any new insight or awareness of knowledge/competencies that you thought you had, that you now realize were missing related to providing services to young deaf and hard of hearing infan...

1	I believe I now have a better understanding of the Birth to 3 program process and philosophy of intervention services for infants and children who are deaf and hard of hearing.	Jan 25, 2011 8:07 PM
2	Would need to USE the SKI HI curriculum for better competency in strategies, tools, etc.	Jan 20, 2011 12:27 PM
3	I learned a lot and have a richer knowledge and understanding of children with hearing loss as well as knowing a wonderful set of resources in the people who participated and the curriculum we learned to use. It was fantastic all the way around. Thank you so much for setting this up. It was invaluable.	Jan 19, 2011 4:04 PM
4	Through the training and Pilot Program information I am now familiar with the services available to infants identified w/a h.loss as well as the processes behind those services. I am also confident in carrying out services within the SKI-HI model to families and young children.	Jan 19, 2011 1:36 PM
5	I feel that the Ski Hi inservice was valuable to my teaching of DHH students in the 0-6. I have a better understanding of how to use the curriculum and I'm more confident when I do homevisits.	Jan 19, 2011 11:20 AM
6	I had very little knowledge of the Birth-3 Program.I am now aware of many resources that are available.	Jan 19, 2011 9:35 AM
7	I learned alot about Birth -3 services and EDHI in Wisconsin. I learned about the delivery model for B-3. I renewed my knowledge of the Ski Hi curriculum.	Jan 19, 2011 9:10 AM
8	It was good to have real examples of individuals in the deaf community. This helps with envisioning how different modalities may benefit different families.	Jan 18, 2011 10:49 PM
9	I think I feel that the information supplemented what I know, so I feel that I have more complete rounded information instead of just enough information to give me limited insight and understanding.	Jan 18, 2011 2:28 PM

Page 2, Q25. Now that the training is completed, have you had the opportunity to utilize the information that you learned? This can be either in the form of sharing new information with families and others, or it can be changes in the approaches/philosophies that you use to carry out your work. If yes, plea...

1	After having completed this training, I feel that I am now more proactive regarding sharing new information with families. I am also more committed to conducting formalized assessments of language development through obtaining baseline data and then reassessing to monitor progress at regular intervals.	Jan 25, 2011 8:15 PM
2	I will use the materials in the manuals with staff I work with, with families, and for inservice materials of staff working with children.	Jan 19, 2011 4:55 PM
3	I have a curriculum and a group of people available to support me.	Jan 19, 2011 4:07 PM
4	I have not had much opportunity other than doing the SKI-HI Language Assessment and sharing the information with the parent and Speech Clinician.	Jan 19, 2011 9:39 AM
5	I have just worked with one soon to be 3 year old and qualified him for services in the school district. Not sure how b-3 met his needs, so not sure how much good it did him that his hearing loss was picked up at birth. There are lots of cultural and socioeconomic factors that come into play.	Jan 19, 2011 9:15 AM
6	I love having tangible resources and handouts for families to help with teaching families that are more visual.	Jan 18, 2011 10:53 PM
7	I have had the opportunity to inform and share information with other professionals about our group and how we can assist families.	Jan 18, 2011 2:32 PM