



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

Service Provision

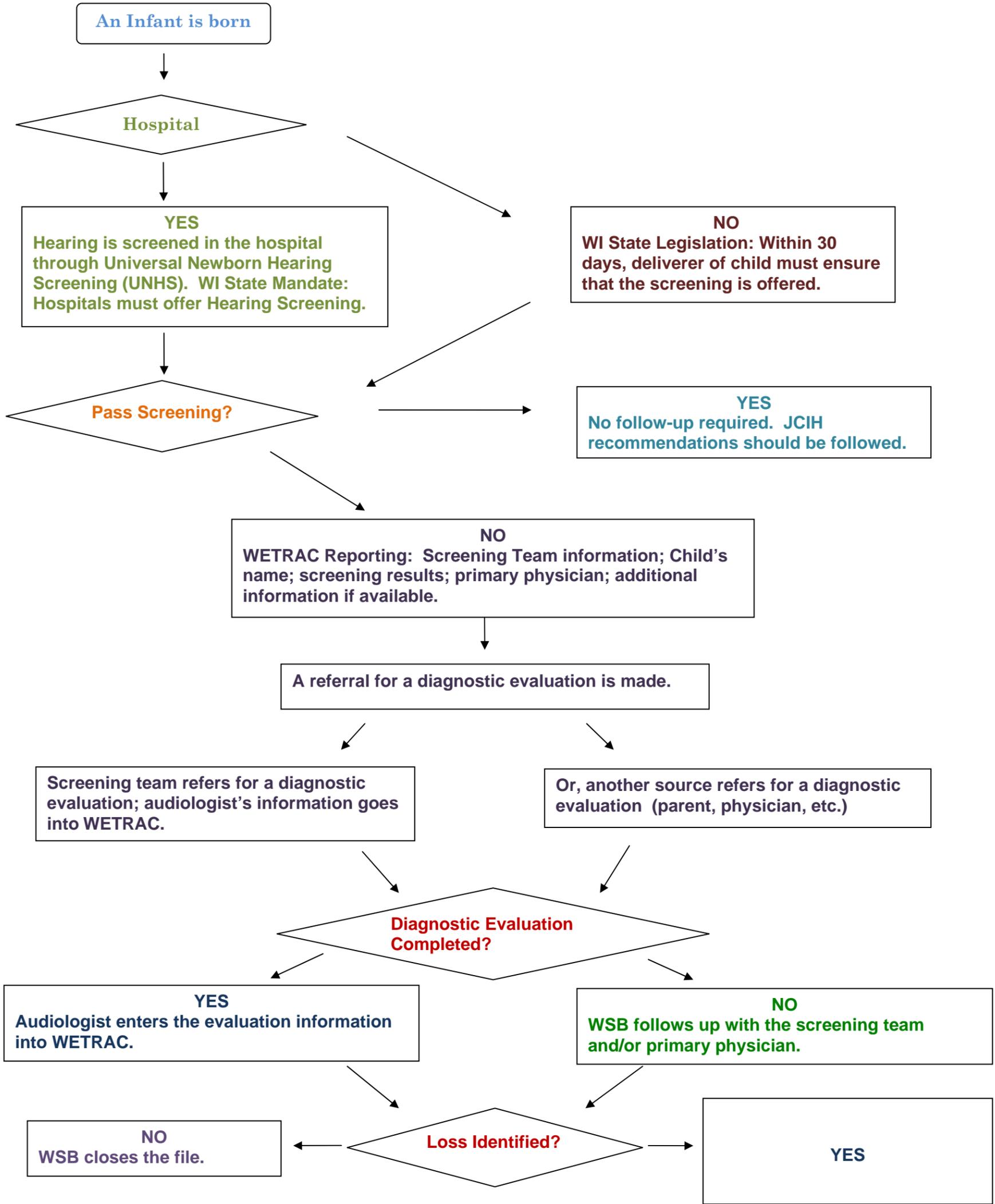
This pilot project has been funded largely by the Wisconsin Birth to 3 Program (a program of the Department of Health Services) ARRA dollars.

N25 W23131 Paul Road, Suite 100 Pewaukee, WI 53072-5734
262-787-9540 Voice 262-787-9505 FAX
Video Phone 262-649-9633
www.wesp-dhh.wi.gov





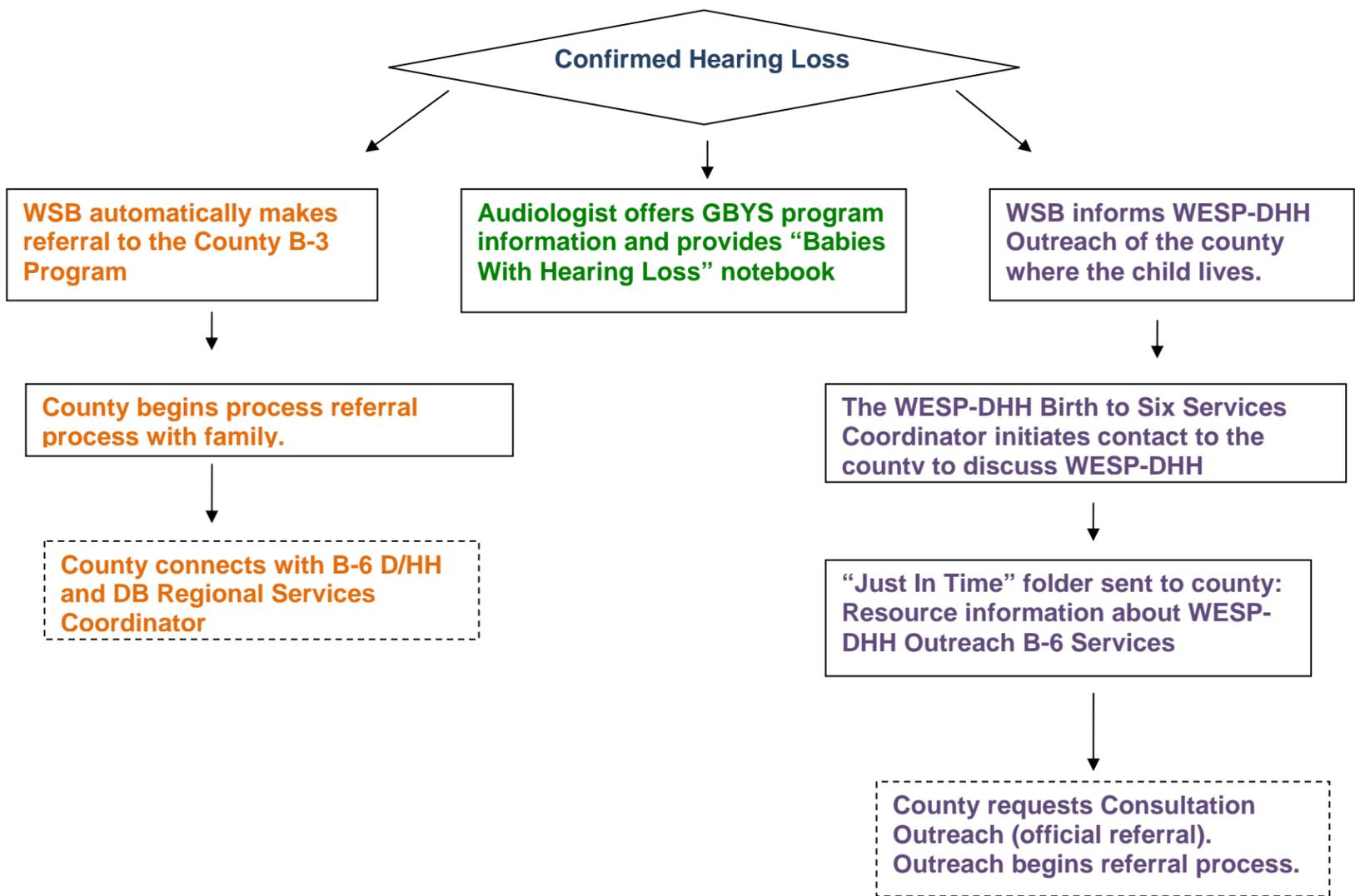
WESP-DHH Western Region
Birth to Six Redesign Pilot
Service Provision
 Identification of Hearing Loss to B-3 Services: Flowchart



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Identification of Hearing Loss to B-3 Services: Flowchart (continued)



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Regional Team Service Provision Process: Flowchart

Identification

A hearing loss is identified. Information is entered into WETRAC.

Referral

With family permission: WSB refers to the Guide By Your Side Program. The Parent Guide informs the family about the Regional Team; the importance of specialized programming, and contact information for the Regional Services.

WSB automatically makes a referral to the county Birth to 3

Evaluation & Assessment

The county Birth to 3 program and/or family contacts the RSC for D/HH/DB. If B-3 refers, a formal Release of Information is needed before confidential information is shared.

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(Systemic Redesign)

RSC teams with the county Birth to 3 Service Coordinator; attends initial meeting (when possible); supports the family/team in learning about the unique needs of the child (including eligibility information, information about intervention for children with hearing loss, the regional team, and discussions related to outcomes development and

RSC facilitates connection between B to 3 and Program Administrator of identified Regional Team member to promote regional design and facilitate creative collaboration.

IFSP Development

RSC works with the IFSP team, through IFSP process to determine appropriate IFSP outcomes, and identifies Regional team member(s) (based on families identified outcomes, Regional Team members identified strengths, location, and already established collaborations) as

Service Provision

RSC coordinates the linkage between the Birth to 3 program and the Regional Team members. RSC continues to act as a regional resource to the team members (Birth to 3, Regional Team, and the family) through the duration of intervention

Transition Planning

RSC participates in the transition planning process for children exiting early intervention and/or entering early childhood services.

County B-3 Program and LEA develop Transition Agreement Plan to include RSC in transition planning. RSC will support family, B-3 and



IEP Process

RSC attends IEP Meeting as an "Invited Guest". RSC will share information; resources; and ideas to support the IEP team in goal development, service provision and placement discussions.



Service Provision

RSC coordinates the linkage between the Educational Team and the Regional Team members. RSC continues to act as a regional resource to the team members (Educational Team, Regional Team, and the family) through the duration of early childhood services through the transition into kindergarten.

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Regional Service Coordinator (RSC) Checklist for New Referrals

Referral:

- RSC connects with the Birth to 3 Service Coordinator (SC). Shares type of support Regional Team can provide.
- B-3 Program has family sign a Release of Information Form to share family information with the RSC.
- RSC sends a “Just-In-Time” folder to the county Birth to 3 Program, which includes resources for families and children with hearing loss.

Service Provision:

- RSC receives copy of signed Release of Information Form. RSC requests B-3 evaluation reports and copy of IFSP (if there is one).
- RSC partners with B-3 SC to schedule a combined home visit with the family. RSC may contact family before this visit, if the RSC and SC feel this is appropriate.
- RSC attends joint family visit. Provides support for the family and B-3 team in learning about the unique needs of children who are deaf, hard of hearing, or deafblind and potential resources. RSC identifies potential Regional Team member(s).
- RSC facilitates connection between B to 3 and Program Administrator of potential identified Regional Teams members to promote regional design and facilitate creative collaborations.

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- RSC works with the IFSP team, through IFSP process to determine appropriate IFSP outcomes. Identifies appropriate Regional Team member(s) based on IFSP outcomes.
- RSC coordinates the linkage between the Birth to 3 program and the Regional Team members. RSC continues to act as a regional resource to the team members (Birth to 3, Regional Team, and the family) through the duration of intervention services.

Transition Planning/Process:

- RSC participates in the transition planning process for children exiting Early Intervention and/or entering early childhood services.

IEP Process/ Early Childhood Service Provision:

- RSC attends IEP Meeting as an "Invited Guest". RSC will share information and resources, and ideas to support the IEP team in goal development, service provision and placement discussions.
- RSC coordinates the linkage between the Educational Team and the Regional Team members.
- RSC continues to act as a regional resource to the team members (Educational Team, Regional Team, and the family) through the duration of early childhood services through the transition into kindergarten.



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BIRTH TO 3 SERVICES: DEAF/HARD OF HEARING AND CHILDREN WITH COMBINED VISION AND HEARING LOSS

*“Infants identified and enrolled in **quality** early intervention programs during their first year of life demonstrate language skills similar to their hearing peers by three to five years of age (Yoshinaga-Itano, Sedy, Coulter, & Mehl, 1998).”*

Numerous research studies have documented the benefits children and families receive when provided with **effective** early intervention services upon diagnosis of a hearing loss. Quality services result in better language (spoken and/or signed) cognitive and social outcomes; increased understanding of the impact of hearing loss on development, technology and communication options, intervention and educational system philosophies; and increased parent to parent support. Yet, many early intervention programs are unsure of what defines “effective”. What does “effective” mean? What skills should providers possess to be described as “quality” providers?

To help answer these questions, read through the following “Self-Reflection” tool. This tool was developed to assist in identifying the strengths within your IFSP team/programs, and to highlight areas or professionals that should be added to your “team” to provide effective early intervention services for young children who are deaf, hard of hearing or have a combined vision and hearing loss.

1. Can someone on your team explain the roles of the following individuals and how they may work with a child who has a hearing loss and their family?

Pediatric audiologist
Otolaryngologist
Early Educator
Deaf/Hard of Hearing Teacher
Speech/Language Pathologist
Deaf Mentor
Parent Guide

2. Do you/your program have a system in place to communicate with a child’s audiologist? If so, what is it? Can someone on your team interpret an audiogram?

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3. Can someone on the team share with families how hearing loss impacts at least 3 areas of development?
4. Can someone on your team explain, in an unbiased manner, the communication options that families need to know about when making a decision regarding their child's communication?

American Sign Language
Listening and Spoken Language Skills
 Auditory Oral
 Auditory Verbal
Total Communication
Bilingual Approach
Cued Speech
Sign Supported Speech

5. Can someone on your team you explain the developmental progression of an infant's:
 Auditory development;
 Speech development;
 Sign language development;
 Cognitive development;
 Social emotional development?
6. Do you have strategies/ideas to share with families to facilitate development all areas of development in their home or other natural environments (keeping in mind that for deaf or hard of hearing infants/toddlers, a natural environment may be without hearing peers)?
7. Does your program have access to adult Deaf or Hard of Hearing adults for families to meet that have chosen a variety of communication options?
8. Can someone on your team explain technology options for amplification (hearing aids, cochlear implants, etc.)?
9. What resources do you have to provide to families regarding support for children who are deaf or hard of hearing (local, state, and national)?
10. Do you know Wisconsin has a chapter of Hands and Voices? Do you know what Wisconsin Families for Hands and Voices is?

In reflecting upon your answers, if you are feeling that your team needs support and information in improving their knowledge and skills for providing effective intervention services, child/family consultation and program supports can be provided to you at no cost. For more information, please contact:

Sherry W. Kimball
Birth to 6 Services Coordinator, WESP-DHH Outreach
608-266-7032
Sherry.kimball@wesp-dhh.wi.gov

Reference: Yoshinaga-Itano C, Sedey AL, Coulter DK, Mehl AL. Language of early-and later-identified children with hearing loss. *Pediatrics*. 1998;102 : 1161-1171

Wisconsin Western Region B-6 Redesign Survey

Please take a few moments to share feedback about the services and supports you received from the Wisconsin Western Region B-6 D/HH and DB Team.

Thank You

***1. Child's initials**

***2. County or School District of residence**

***3. Please indicate from which Western Region Team members you received services.**

Check all that apply

- Western Region Services Coordinator
- Speech and Language Pathologist
- Teacher of the Deaf/Hard of Hearing
- Educational Audiologist
- Birth to 3 Provider - Service Coordinator
- Birth to 3 Provider - Early Childhood Educator
- Teacher of the Visually Impaired

***4. Please indicate from which Western Region Support members you received services.**

Check all that apply.

- Parent Guide/Guide By Your Side
- Deaf Mentor/Deaf Mentor Program
- Neither

***5. Please indicate the services/information that you received from the team. Check all that apply.**

- Birth to 3 Program Support/Consultation
- School District Support/Consultation
- Family Consultation
- Loaned Materials
- IFSP/IEP Participation
- Information/Resources

Wisconsin Western Region B-6 Redesign Survey

***6. Please briefly describe the information/resources provided by the team.**

***7. Please rate the quality of information/resources provided by the team.**

- 1 - Poor
- 2 - Less than adequate
- 3 - Adequate
- 4 - Valuable
- 5 - Extremely Valuable

***8. Please briefly describe the direct services provided by the team (consultation, attendance at meetings, etc.).**

***9. Please rate the quality of the services provided by the team.**

- 1 - Poor
- 2 - Less than adequate
- 3 - Adequate
- 4 - Valuable
- 5 - Extremely valuable

***10. Were you able to implement the recommendations/suggestions that were provided?
Why or why not?**

***11. Please describe what you found most useful of the services/information you received from the team.**

***12. Please describe what you found least useful of the services/information you received from the team.**

Wisconsin Western Region B-6 Redesign Survey

***13. Are there additional resources/services that you would have found beneficial? Are there additional supports to which you would like access?**

14. Please share additional comments that you could like the Western Region B-6 D/HH/DB Team to consider for the future.