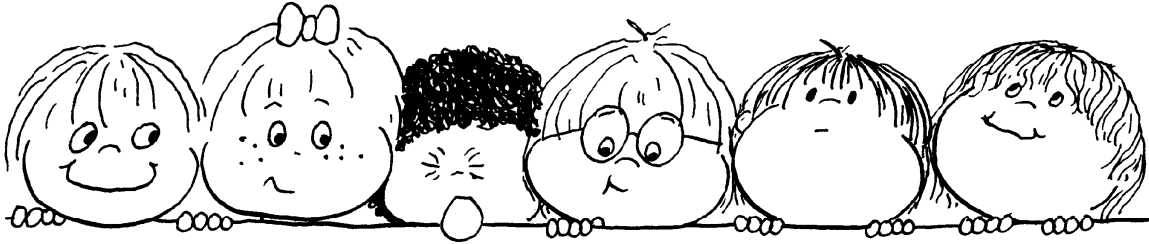


# The Role of the Early Interventionist MSU – Topical Explorations



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## **The Role of Early Intervention Programs**

File Format: Microsoft Powerpoint - View as HTML

Role of Early Interventionist in Offering the Family Information, Support, and Encouragement.

“This role...is a challenging one because it involves a delicate ...


[www.infanthearing.org/meeting/.../ClarkK2\\_EHDI2006.ppt](http://www.infanthearing.org/meeting/.../ClarkK2_EHDI2006.ppt)

## **Early Access**

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=633&Itemid=1270#AdvisoryGroup](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=633&Itemid=1270#AdvisoryGroup)

Guiding Principles and Practices for Delivery of Family Centered Services

Family Centered Services is a way of organizing and delivering assistance and support to families based upon some distinct, interconnected beliefs, attitudes and behaviors. This brochure shares eight principles selected to guide programs delivering services.


 Family Centered Services ( 2006-10-02 15:46:50)

## **Early ACCESS Competency Based Service Coordination Training Program**

Iowa's Early ACCESS Service Coordination Training Program, which is research based, is composed of five modules. Each of the modules is focused on one of the identified competencies necessary for effective Service Coordination. Approved Trainers deliver this training is offered in each of the four quadrants of the state annually and is available to all Service Coordinators. As training modules are finalized, they will be added to the web site.

## **Training Modules**

[Module 1](#) Federal, State and Local rules, Regulations, and Procedures for the Early ACCESS System

 [Module 1--Federal, State and Local rules, Regulations, and Procedures for the Early ACCESS System](#)

[Module 2](#) Family Centered Practices

 [Module 2--Family Centered Practices](#) 2008-01-16 14:49:29

### Module 3 The Early ACCESS Process

 [Module 3--Early ACCESS Process Intro](#)

 [Module 3--Early ACCESS Process Section 1](#)

 [Module 3--Early ACCESS Process Section 2-IFSP Process](#)

 [Module 3--Early ACCESS Process Section 3--Evaluation and Assessment](#)

 [Module 3--Early ACCESS Process--Transition Planning](#)

 [Module 3--Early ACCESS Process Section 4--Transition Planning](#)

### Module 4 Coordinating Community Resources

 [Module 4--Coordinating Community Resources](#)

### Module 5 Infant and Toddler Development

 [Module 5--Infant and Toddler Development](#)

### **MDE - Special Education & Early Intervention Services - Michigan**

Michigan Department of Education - Special Education & Early Intervention Services.  
[www.michigan.gov/mde/0,1607,7-140-6530\\_6598---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598---,00.html)

### **Iowa Early Learning Standards (IELS) - Iowa Department of Human ...**

IOWA EARLY LEARNING STANDARDS. Birth to Five. The State of Iowa has written Iowa Early Learning Standards (IELS) for children ages birth to five years. ...  
[www.dhs.state.ia.us/.../Iowa%20Early%20Learning%20Standards.html](http://www.dhs.state.ia.us/.../Iowa%20Early%20Learning%20Standards.html)  
[http://www.dhs.state.ia.us/Consumers/Child\\_Care/Iowa%20Early%20Learning%20Standards.htm](http://www.dhs.state.ia.us/Consumers/Child_Care/Iowa%20Early%20Learning%20Standards.htm)

### **Early Hearing Detection and Intervention**

Iowa - <http://www.idph.state.ia.us/iaehdi/professionals.asp>

### **Centers for Disease and Control**

<http://www.cdc.gov/ncbddd/hearingloss/index.html>  
Michigan - <http://www.cdc.gov/ncbddd/hearingloss/statesclearinghouse/michigan.html>  
Iowa - <http://www.cdc.gov/ncbddd/hearingloss/statesclearinghouse/iowa.html>

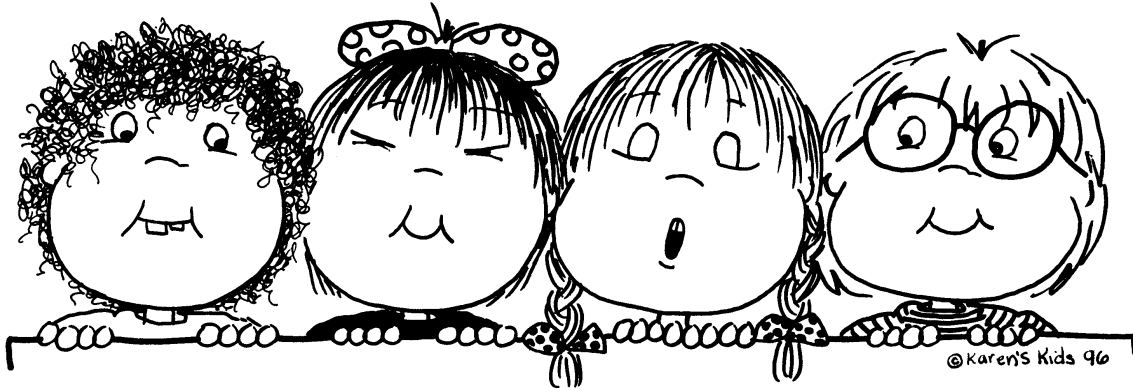
### **Comments of the Deaf and Hard of Hearing Alliance**

File Format: Microsoft Word - View as HTML  
Jul 23, 2007 ... As time goes on, more very young deaf and hard of hearing children will be identified and enrolled in early intervention. ...  
[www.deafchildren.org/.../50\\_ASDC%20-%20Part%20C%20Comments%20-%20DHHA.doc](http://www.deafchildren.org/.../50_ASDC%20-%20Part%20C%20Comments%20-%20DHHA.doc)

### **Five Bad Reasons to Avoid Early Intervention**

Afraid of labels, therapy, your mother-in-law's disapproval? Those are bad reasons to deny your child the advantage that early intervention services for ...  
[specialchildren.about.com/.../earlyintervention/.../Elbadreasons.htm](http://specialchildren.about.com/.../earlyintervention/.../Elbadreasons.htm)

## Other Toolbox Tidbits



Opening Doors – Technology and Communication Options for Children with Hearing Loss

[www.infanthearing.org](http://www.infanthearing.org)

[www.babyhearing.org](http://www.babyhearing.org)

[www.ncbegin.com](http://www.ncbegin.com)

[www.nad.org](http://www.nad.org)

Hands and Voices – national website and state websites - <http://www.handsandvoices.org>

Deaf Community Members – Family Mentors

Hearing Parent Mentors – Family Mentors

H.E.A.R. – Hierarchy of Early Auditory Responses – The Early Years, North Carolina

The Ling Six Sound Tests

Listen and Learn – Learning to Listen

Advanced Bionics – Hearing Journey

Listen Up! - <http://www.listen-up.org>

Moog Center for Deaf Education - <http://www.moogcenter.org>

John Tracy Clinic - <http://www.jtc.org>

SKI HI - <http://hopepubl.com>

Checklists

Curriculum

Language Development Scale

Talk Around the Clock - <http://www.learn totalkaroundtheclock.com/HOME.html>

Parent Infant Communication – Infant Hearing Resource – V. Schuyler and J. Sowers

Cochlear Implant Companies – Med- El, Cochlear Americas, Advanced Bionics  
(Audiology Online)

Materials, downloads, freebies, publications for ordering, webinars

MED EL -

CD

Auditory Skills Checklists

Advanced Bionics -

IT-MAIS  
Hearing Journey  
Tools for Schools

Cochlear Americas -

CASSLS - <http://www.sunshinecottage.org/Products/CASLLS/CASLLSKit.aspx>

Auditory Skill Development Curriculums – SPICE, DASL, CHATS – The Miami Cochlear Implant, Auditory and Tactile Skills Curriculum

Dawn Signs Press – Caring for Young Children, Can I Help?, Signing at School

Signing Time - <http://www.signingtime.com>

SEE II CD Rom – Modern Signs Press - <http://modernsignspress.com>

Adapted Materials – Adapted Books – Experience Stories

Influences:

Christine Yoshinaga-Itano

Dave Syndrey

Amy McConkey Robbins

MaryKay Therres

Karen Anderson

Carol Flexor

[http://www.ncbegin.org/index.php?option=com\\_content&view=article&id=73&Itemid=193](http://www.ncbegin.org/index.php?option=com_content&view=article&id=73&Itemid=193)

<http://www.nichcy.org/Pages/Home.aspx>

Professional Organizations (to name a few that I am currently linked with)

Council on Education for the Deaf

Hands and Voices

AG Bell

Illinois Teachers of Hard of Hearing and Deaf Individuals

International Reading Association



## The Basics

Mirror  
 Women scarves  
 Mayo plastic containers  
 Bucket  
 First word books  
 Beach ball  
 Truck with dumping abilities  
 Animals masks  
 Noisy stories  
 Fingerplays  
 Learning to Listen manipulatives – activities  
 Experience Stories – to create, to have  
 Pre-literacy Materials

## Initial IFSP Sample Goals

Outcome	Student's family members will incorporate targeted vocabulary (using speech, signs and gestures) into his routines so that he begins to recognize the targeted vocabulary and begins to demonstrate understanding of what will happen next – anticipation for the activity.	<p>Student's family members will maintain properly functioning hearing aids and put the hearing aids on him building from specific engaged interactions to all waking hours, except during water related activities.</p> <p>This outcome is targeted to build access and cooperation with the use of amplification.</p> <p>This outcome is targeted to build cooperation with the use of amplification and to maintain stimulation to the auditory nerve prior to receiving his cochlear implant(s).</p>
Criteria	Student's family members will know this outcome has been met with him when he demonstrates recognition of the	Student's family members will know this outcome has been met when he wears both hearing aids during all waking hours.

	vocabulary in his routine by one of the following anticipated responses (i.e. widening of eyes, vocalization, excitement/fussing, reaching, turning, looking to, imitated sign approximations, etc.)	
Timeline	6 months	6 months
Procedures and Activities	Kim Lestina, ITDHH, will provide weekly visits (240 min./mo.) to the home to assist Student's family members to facilitate communication and language development.	Kim Lestina, ITDHH, will provide weekly visits (240 min./mo.) to the home to assist Student's family members on proper care and use of the hearing aids.
Progress Notes	Student's anticipated responses may include: smiles eyeshift gaze reach Milk – squeeze action of hand Diaper – pat his pants Finish – push away Want – reach ? ? Other responses will be documented as they occur.	