

Getting an Early Start – Transition & Itinerant Services for PS/Kdgn

Gail Wright

Objectives: The participant will be able to:

1. find / use resources to help them support getting a child ready to transition from Early Intervention to ECH
2. identify characteristics of classroom that will be important for a child with hearing loss
3. understand what early independence and advocacy skills are and how to develop them

Transition: Definition = movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change

Transition includes: changes in: physical environment, learning expectations, rules, routines, social interactions, identity, relationships. (Kidsmatter, 2008)

Successful transitions include involved parents/caregivers; families and schools working together; parent input is valued and incorporated. CONNECT Modules CONNECT: Center to Mobilize Early Childhood Knowledge

Possible Pros/ Cons of Regular Ed

PROS:

Language Models
Academic Push
Neighborhood

CONS

Rate of teaching
Background Noise
Access
Knowledge of HL

Possible Pros/ Cons of Special Ed

PROS

Knowledge of HL
Additional Services
Pace of teaching

CONS

Language Models
Access to typical peers
Distance from home

Things to consider:

- Services available
- Background noise
- Child's language
- Child's speech intelligibility
- Child's social skills
- Child's Auditory Skills
- Assistive listening devices available
- School Team's Knowledge of Hearing Loss
- Support to Team

Resources in the school setting

- Audiology access
- Loaner devices/ parts availability
- Speech Therapist
- Teacher of the Deaf
- Other services child needs: OT/PT/OM

Background Noise: Teaching style of classroom; Acoustics of classroom

Child's readiness skills: Language; Intelligibility; Social; Comfort with devices

School Team: Prior experience with Hearing Loss; Teacher of the Deaf/ Itinerant Services

Characteristics of the Perfect Setting

- Controlled background noise
- Access to Audiology
- Loaner equipment available
- Access in classroom
- Lighting
- Support personnel (SPL, TOD)
- Size of group
- Resources:

Picture Perfect Pre-School -- MED-EL

- List of 20 Questions to ask Future Pre-School.
- Checklists to use as Observation Tool OR Education Tool
- Areas of Observation: Circle Time, Story Time, Music Time, Snack, Art, Centers, General Teaching, Misc

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Supporting Families in Transition: Hands & Voices

EI: Parents drive the goals vs **ECH:** School writes the goals. Parent priorities may not match school priorities. IDEA requires 6 month transition process.

6 month process:

- Prepare for the IFSP-IEP transition meeting
- Think of preschool as the transition from EI to School programs
- Maintain consistent and effective communication
- Establish roles and expectations
- Consider flexible programs
- Complete a Communication Plan
- Communication Plan

Communication Plan

If Language/ cognition is close to peers: avoid cross categorical class.

Assess the environment: acoustics of the room, teacher style to make voice accessible, technology available (FM, sound systems), Monitoring of progress. Aiming for a minimum of 1 year time= 1 year growth

Early Childhood Advocacy

- Participates in Ling Check
- Indicates when devices are not working.
- Participates in putting devices on
- Plugs/ unplugs transmitter
- Child carries transmitter to specials

Kindergarten Advocacy Skills

- Inserts own earmolds
- Charges transmitter
- With supervision completes daily check
- Puts receiver on hearing aid/ CI
- Begins "self test"
- With supervision begins basic troubleshooting

[PARC \(Placement and Readiness Checklist\)](#) www.skwhl/tests

Part 1: The Readiness Checklists, focus on essential skills of the student

Part 2: Assesses the Educational Setting: Captioning/ Transcribing Readiness Checklist; Instructional Communication Checklist

Involving Parents - The involvement of parents in the IEP process has many benefits:

- Increase the teacher's understanding of the child's environment
- Add to parents' knowledge of the child's educational setting
- Improve communication between parents and the school
- Increase the school's understanding of the child
- Increase the likelihood that, with improved understanding between home and school,

mutually agreed upon educational goals will be attained.

Barriers to effective parent involvement

- Parents not fully understand their child's disability or needs
- Use of too much jargon in meetings
- Lack of understanding of the school system and programs offered
- Feeling inferior

Smith, Stephen W. **Source:** ERIC Clearinghouse on Disabilities and Gifted Education Arlington VA

Facilitating meaningful participation

- Communication in parents native language
- Parents involved in setting day, time and location
- Greet the family members and advocate,
- Provide a list of all participants,
- Introduce all in attendance and their role
- State the purpose of the meeting,
- Make positive observations about the child
- Emphasize that the parents possess helpful information about the child and that they are partners in this process

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THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING

The student's needs are the MAIN THING. Remember: this is emotional for parents. Other factors at play: Cultural considerations; Pressure/ opinions from family members; Day care/ Finances

Successful Transitions lead to: Children who LIKE school; High attendance, Family involvement leads to higher achievement

Early Independence and Advocacy

- Tolerates devices
- Allows "others" to help with devices
- Gives devices to an adult
- Requests help with devices
- Conditioned Responses to Ling Sounds
- Indicates if devices are "off"
-

Resources SSCHL: Achieving Effective Hearing Aid Use in Early Childhood

Hearing Aids - What's the big deal?

- Language delay isn't necessary!
- Hearing infants don't "turn off" their ears
- Hearing babies hear 27/7
- 4 hours/ day of Hearing Aid wear = 6 years to receive as much auditory stimulation that a typically hearing child does in one year

Yet.... The youngest children, wore their aids the fewest number of hours.

Inconsistent hearing use in early years = long term pragmatic/ social language delays, academic gaps

More support for early device use:

- The part of the brain that makes sense of sound is developed before hearing is used to learn.
- Hearing aids stimulate the auditory part of the brain.
- Early growth of the brain can NOT be made up later.

Keeping Devices on Young Children – for brochures go to <http://successforkidswithhearingloss.com/hearing-aids-on>

Transition Process

The Local school district is responsible for determining the child's eligibility and for developing the plan with the family. The Illinois State Board of Education and the Bureau of Early Intervention (IDHS) have provided a workbook to assist families, EI providers, and preschool service providers called "When I Am 3, Where Will I Be?" *Illinois Supervisors of Programs for Deaf and Hard of Hearing Individuals*

Time Frame

2 years 6 months: Service Coordinator creates a referral packet.

Between 2 years 6 months and 2 years 9 months: service coordinator arranges for a Transition Planning Conference.

2 years 9 months: Transition Planning Conference with family, Service Coordinator and local school district.

2 years 9 months and 3 years: local school district or special education cooperative may arrange to evaluate your child.

On or before your child's 3rd birthda: Individualized Education Program (IEP) developed.

Questions to keep in mind: Are the children happy? Are the children actively engaged with teachers? Would this be a safe, comfortable place for my child? Does the preschool allow and encourage full participation by children with different personalities, backgrounds and abilities? Will my child receive the support needed to be successful in this preschool? How are families involved? Does the room arrangement encourage active exploration and play for all the children? What is the ratio of staff to children? How are the staff trained and supervised? Will my child like it here? Can I picture my child in this classroom?

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The DT-H/ Itinerant Role

Support the family in developing early skills: language, listening, advocacy, explain IEP process, give family “things to look for” in the setting, provide clear evaluation results.

Itinerant: Language and Listening

Build daily habit of monitoring devices

Assessments to Consider – refer to Steps to Assessment for suggestions www.skwhl/steps-assessment

- SKI-HI Expressive/ Receptive Language Scale
- Early Listening Function (ELF) www.skwhl/tests
- Mr. Potato Head Task: closed-set vocabulary with open-set directions. Asks specific questions that require the child to point to parts or manipulate the toy (“Where are the glasses?” “Make Mr. Potato Head go to sleep”). Two lists, each with ten sentences. One list can be performed in quiet and the second list in low level noise (i.e., 5 dB S/N)

General Statements:

- Placement is NOT a 1 time choice! Re-evaluate choice at least yearly
- Pros and Cons to both “regular” ECH vs Special Education classrooms
- Attitude is Caught Not Taught – (refer to handout) This goes for teachers as well as parents
- Many students purposely damage or lose their hearing aids because they believe their teacher would rather not have them use the devices. Your subtle body language and attitude about using the transmitter is picked up by the student. Students don’t want to be a burden to you.
- **Without teacher support and acceptance of the child for all of his characteristics and strengths, few children succeed to reach their potential.**
- If your student has usable hearing, the level of educational and/or social success he will achieve is directly related to the number of hours he wears his hearing aids each day.