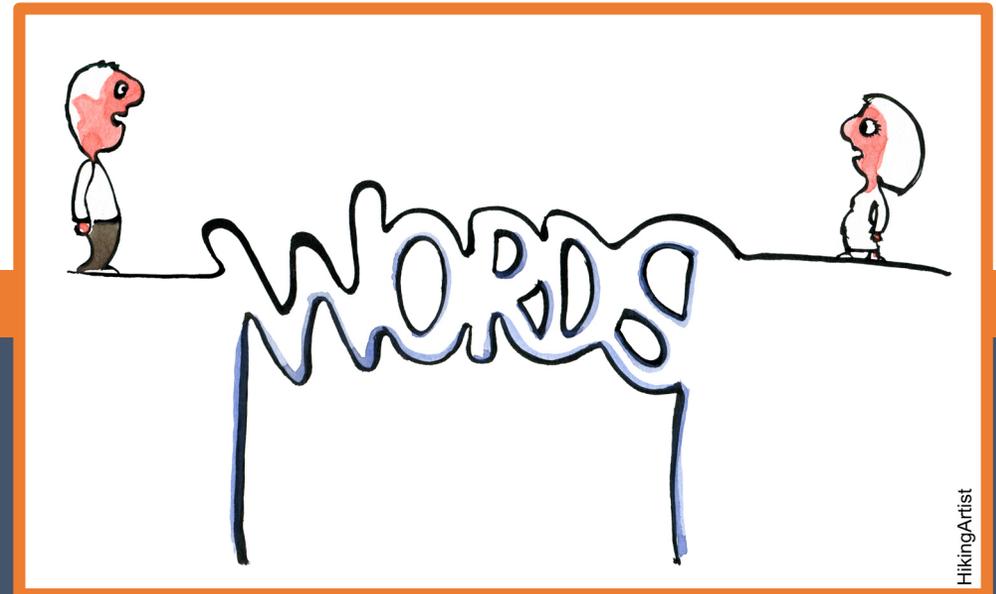


BRIDGE TO PRESCHOOL: EHDI FOUNDATIONS LEADING TO SUCCESS

EHDI 2019

Chicago Illinois

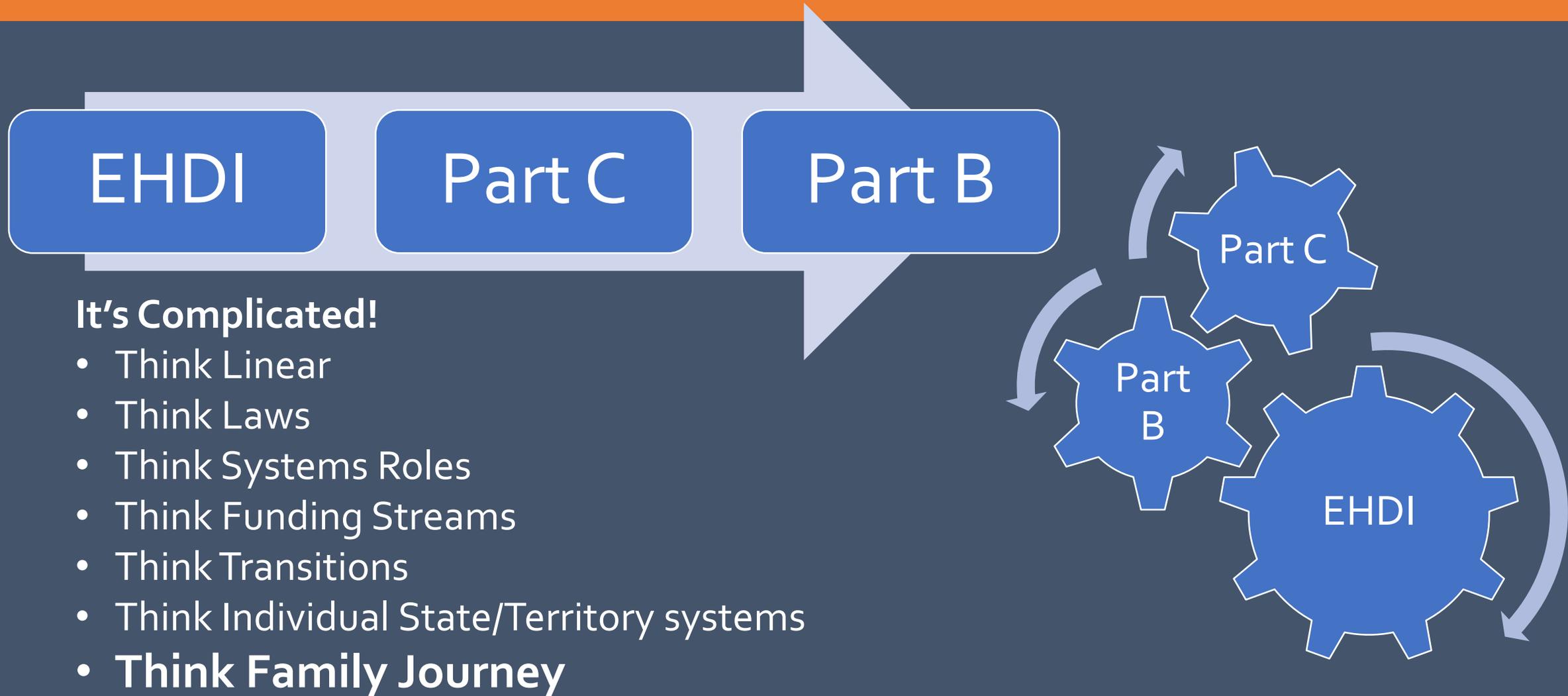


PRESENTERS

- Carrie Davenport, Ohio Hands & Voices, Ohio State University
- Janet DesGeorges, Executive Director, Hands & Voices
- Cheryl Johnson, The ADEvantage Consulting, Hands & Voices



WHAT IS THE ROLE OF EHDI IN THE CONVERSATION OF TRANSITION FROM PART C – PART B?



SEAMLESS SYSTEMS AND LAWS: FACT OR FICTION

- **EHDI ACT of 2017 - 42 USC 280g-1**
 - (a)Addresses screening, evaluation, and intervention programs and systems.
 - Not just 'entry into' (see previous slide – it's complicated)
- **JCIH 2007/ JCIH EI Recommendations 2013**
- **Individual Disabilities Education Act (Part C, Part B)**
- **Transitions in a family's life** – what can we do in EHDI which will result in prepared families during transition to Part B and beyond?

PART C AND JCIH CROSSWALK

OSEP Indicator 8. Early Childhood Transition	JCIH Goal	JCIH Knowledge & Skills
<p>The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has...</p> <p>A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday;</p> <p>B. Notified (consistent with any opt-out policy adopted by the State) the SEA and the LEA where the toddler resides at least 90 days prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services; and</p> <p>C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler’s third birthday for toddlers potentially eligible for Part B preschool services.</p>	<p>2. All children who are D/HH and their families experience timely access to service coordinators who have specialized knowledge and skills related to working with individuals who are D/HH.</p>	<p>G. Planning and Implementation of Services</p> <p>H. Collaboration and Interdisciplinary Models and Practices</p>
	<p>7. All children who are identified with hearing loss of any degree, including those with unilateral or slight hearing loss, those with auditory neural hearing loss (auditory neuropathy), and those with progressive or fluctuating hearing loss, receive appropriate monitoring and immediate follow-up intervention services where appropriate.</p>	<p>C. Language Acquisition and Communication Development:</p>

LANGUAGE & LITERACY LEGISLATION (LEAD-K) CONTRIBUTIONS TO PART C & B

Accountability

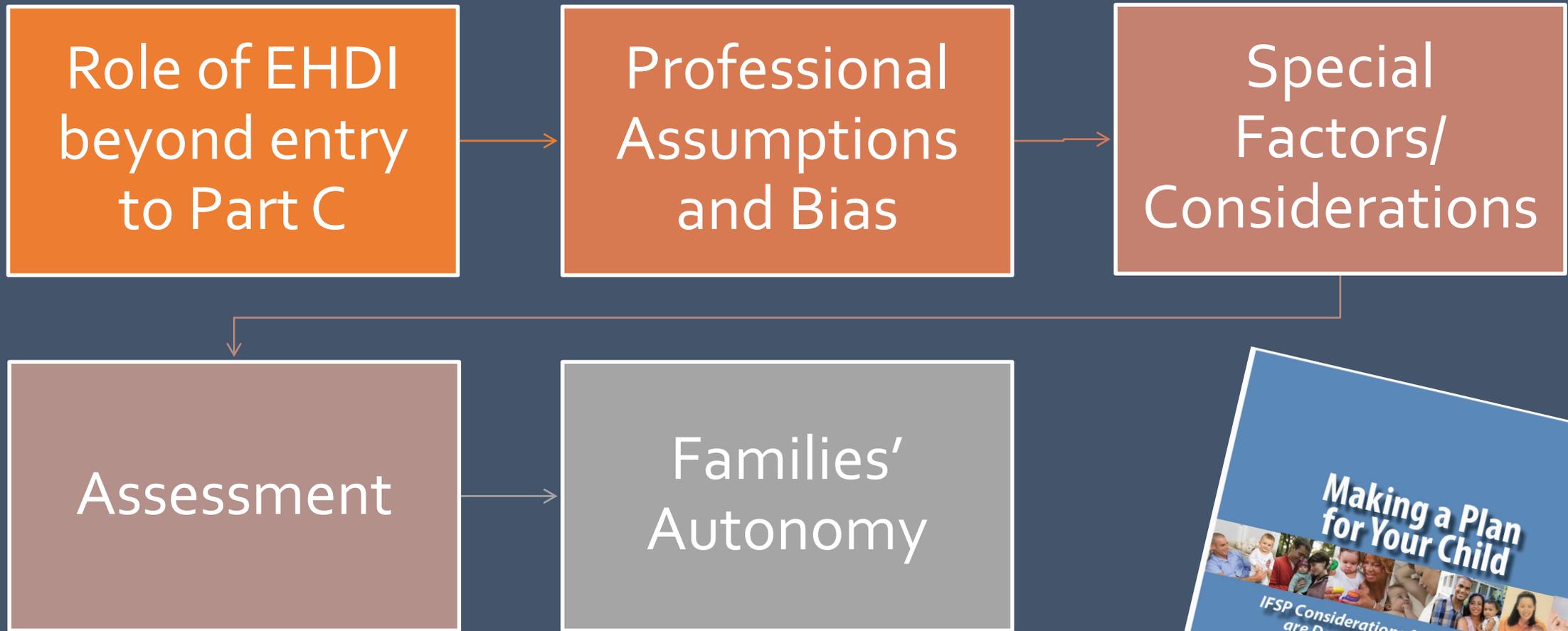
- Early indicator of Language development
 - Assessments and monitoring milestones
- Disaggregated reporting annually
 - Continuous from birth to age 5 up to age 8

Common Ground

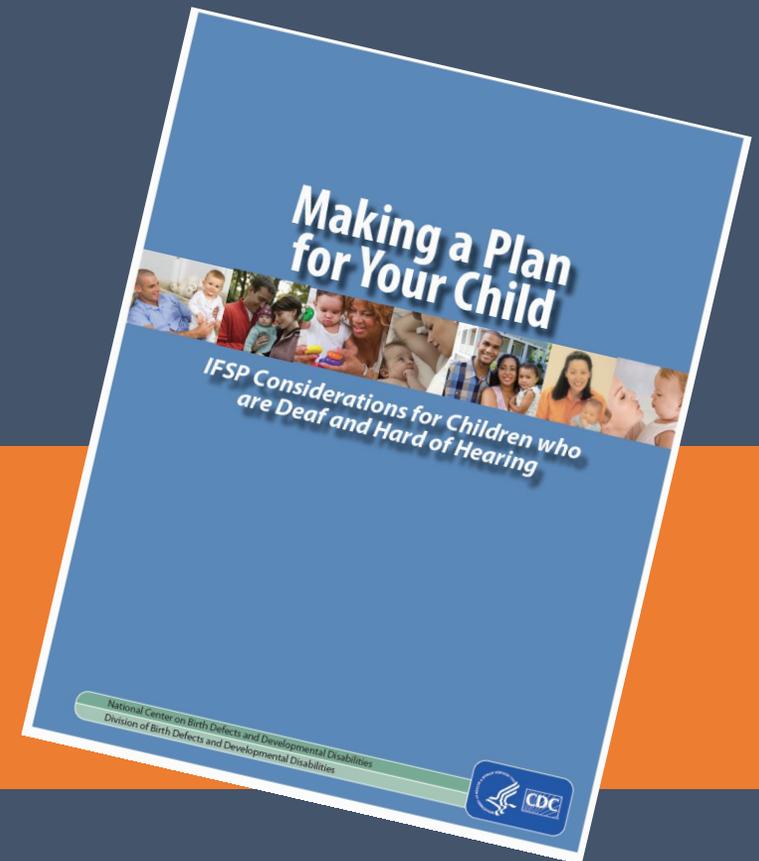
- Process brings together stakeholders
- Inclusive

Maintains responsibilities of IFSP & IEP





TRANSITION CHALLENGES



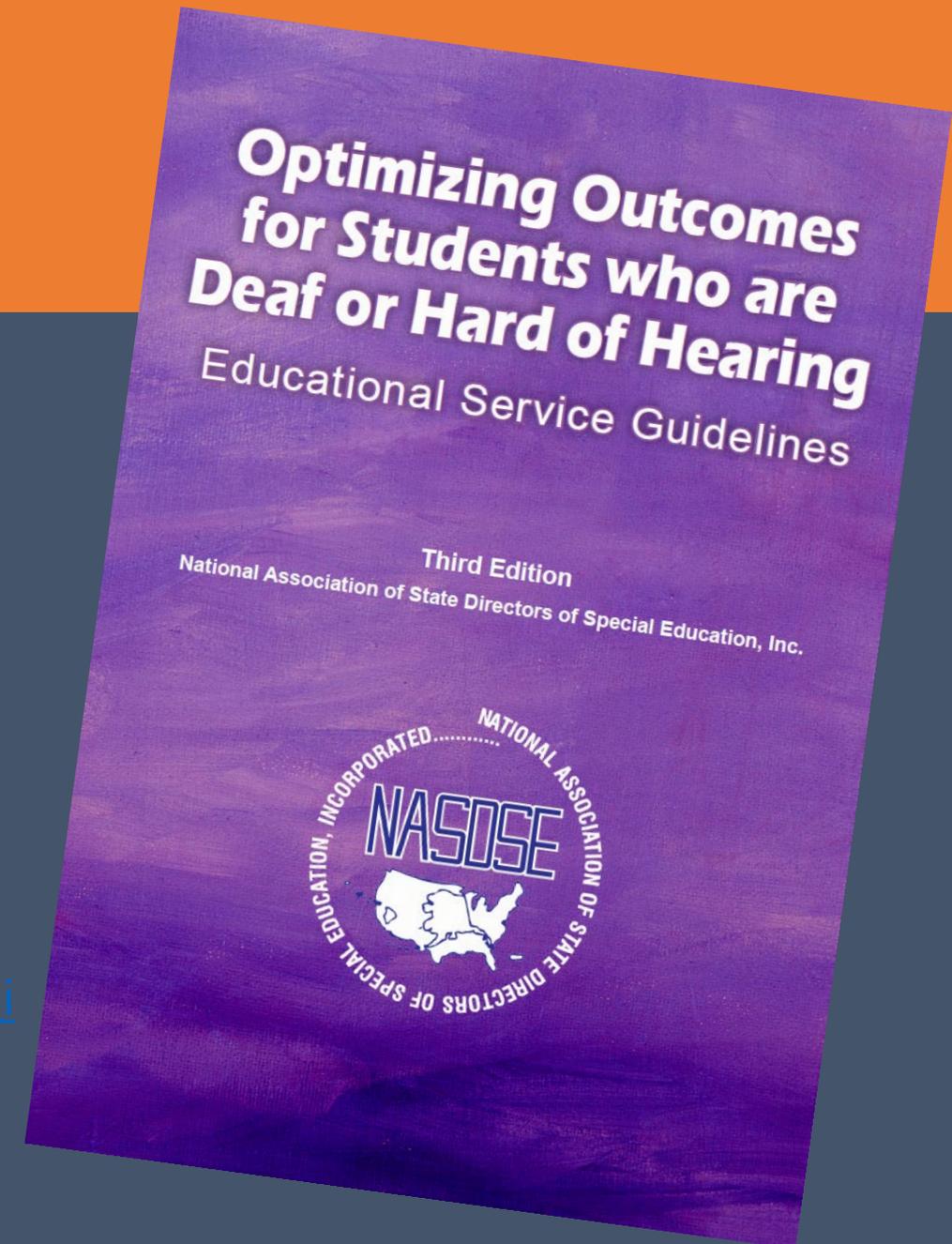
SERVICES TO CONSIDER FOR THE IEP DURING TRANSITION

- Language & social-emotional development (wellness)
- Communication access accommodations
- Assistive technology
- Family training, counseling and home visits
- Deaf and hard of hearing peers and role models
- Qualified, knowledgeable service providers
- Assessments and progress monitoring
- Expanded Core Curriculum

RESOURCES

- **NASDSE Guidelines** www.nasdse.org
 - Transition from Part C to Part B
 - Communication Approaches
 - JCIH and IFSP crosswalk
- **IDA Transitions Management Program**
 - Early childhood to adulthood
 - Guide for parents and child to prepare for next level of education (3-6, 6-9, 9-12, 12-18, 18+ years)

https://idainstitute.com/tools/transitions_management/?tx_idatoolbox_toolboxpagelist%5Bcontroller%5D=Toolbox&chash=6ff49908abf540edbd7eebb7010f5efa



OHIO: BRIDGES TO PRESCHOOL

- Adaptation of Colorado Bridge resource
- Developed with a work group led by OSD's Outreach Center (EI providers, state agency reps, OHV)

OHIO: BRIDGES TO PRESCHOOL

From educational audiologist/EI provider:

“We have used it to help walk families through the transition procedure. [Part C] starts transition procedures when the child is 2 ½ and gets the school involved. That is often when we’ve used it. **Parents can have questions about transition way in advance so we may use Bridges at an earlier point.** The service coordinator takes the lead in organizing the transition, paperwork and involvement with school but we of course supplement it and gear it towards hearing. **We are usually the ones advocating for Educational Audiology and/or Teacher of the Deaf services.**”

OHIO: BRIDGES TO PRESCHOOL

From audiologist/El provider:

“The service coordinators talk about the process frequently but there are a lot of parents who like to read the information. 44 pages may be a bit overwhelming but **breaking it up into smaller chunks** and discussing I think could be really helpful in some instances.”

“I also liked the links to **information about the laws** and the hearing impaired section as well as the profile and **allowing parents to fill out information about their child**. I always **discuss sharing a vivid picture of the child** but on the spot parents can't always come up with it, so doing this before a transition planning conference or the evaluation could be really helpful for them to think of everything they want to say or ask.”

OHIO: BRIDGES TO PRESCHOOL

From EI provider:

I actually use this document a lot. I use it with families at least 3 months prior to the Early Intervention transition meeting. I like to go over it, **let the families sit with it for a time and then revisit**. I am usually the one that brings up education audiology as part of the team, our school districts have few children with hearing loss transitioning in they so are sometimes lacking in understanding of the needs.

COLORADO: BRIDGES TO PRESCHOOL

Bridge-Revised2012.pdf - Google Chrome

Not secure | www.cohandsandvoices.org/newsite/wp-content/uploads/2015/02/Bridge-Revised2012.pdf

Bridge to Preschool Navigating a Successful Transition



Information for Families who have
Children who are Deaf / Hard of Hearing

Created by the Colorado School for the
Deaf and the Blind CSDB



COLORADO
HANDS &
VOICES



and

Colorado Families for Hands & Voices

<http://www.cohandsandvoices.org/newsite/wp-content/uploads/2015/02/Bridge-Revised2012.pdf>

THE FAMILY EXPERIENCE...

- “Going from Part C to Part B was like going from heaven to hell.”
- “I went from being physically present in my child’s intervention, to waving at her from the driveway as she took the school bus to receive school services.”
- The “F” in IFSP
 - Support off the cliff – *“Godspeed in Part B”*
 - EHDI 1-3-6...Part C...Part B...transition to work/school...
pay their own cell phone bill



Family involvement, empowerment and engagement in EHDI leads to skills needed in the future years.

PACKET CONTENTS

- Highlights of the Law
 - Responsibilities
 - Comparison of Part C and Part B
- Transition Plan
 - Suggested timelines
 - Team members
 - Preparation
- Communication Plan
- Considerations & Preparation
- Legal Considerations
- Possible Issues
- What to look for
 - Guidelines for programs
 - Two different observation tools
- Portfolio
- Pre-school Checklists

THE ROLE OF 'PARENT-TO-PARENT'

Helping Families to prepare

- Feeling prepared vs. feeling fear
- Building the value of parent-to-parent support and family involvement during EHDI and Part C years that will come in handy later on
- Helping to bring all the 'systems' together to think 'family journey' and empowered sense of our whole parenting journey through the years.
- Create balance in appreciating the success of EHDI/EI services that brings our children success while having the skills and knowledge to navigate the Part B years.