

State Leaders Summit 2008

Great Falls, Montana Early Intervention

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IMPACT

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WHAT WILL IT TAKE FOR DEAF AND HARD OF HEARING
STUDENTS TO ENTER KINDERGARTEN WITH AGE
APPROPRIATE SKILLS?

Families ~ Parents ~ Me

The sooner I understand the intention of Early
Intervention, the sooner TRUE intervention starts
in MY home.

Various changes in intervention, one thing stayed the same...**INFORMATION**

- ❖ After identification, the wave of information began.
- ❖ This was a critical time in our lives.
- ❖ First point of contact with information that shaped my perspective, my attitude, and carried influence was the start of OUR intervention, in my mind then, was our son's first pair of hearing aids.

APPOINTMENT

On that special day...overwhelmed with emotions...excited, anxious, hopeful...

The Audiologist handed us our baby's hearing aids. After not being able to place it on him...she said...

“Ugh, It's really not that hard!”

First set of information I learned was:

1. Don't waste people's time
2. Professionals know what's best
3. I'll figure it out later on my own

IFSP

- ❖ Immediately after audiology, we had our first IFSP.
- ❖ There were more information thrown around...seemed like 'AT' us, rather than 'FOR' us...
- ❖ I wanted to ask questions, but then I remembered...
 1. Don't waste people's time
 2. Professionals know what's best
 3. I'll figure it out later on my own

My only goal that day was, the sooner I signed this contract, the sooner my son can get help.

MEANINGFUL INFORMATION

- ❖ Over time, I learned, became educated and made informed decisions through various sources of information:
 1. Observing program options
 2. Becoming knowledgeable in our role as parents in Special Education
 3. Reaching out to people, especially other parents and others in various roles in D/HH education

EFFECTIVE INFORMATION

In both my personal and professional experience, working with 0-3 families, the most effective information exchange is parent-to-parent:

- ❖ **Unique**
- ❖ **Disarming**
- ❖ **Empathetic**

It makes us feel we're on the same team!

GOAL OF INFORMATION

- ❖ Provide information to others such that the information has an impact on another person's image of the world.
- ❖ It changes the person's image of the world.
- ❖ Creates a shared, or mutually compatible working, understanding of the world.

(Berger and Luckmann 1967)

INFORMATION SHARING INCLUDES

- ❖ Providing information
- ❖ Confirming the information has been received
- ❖ Confirming that the information is jointly understood

(Davenport & Hall 2002)

INFORMATION SHARING IMPORTANT COMPONENT OF BEHAVIOR

- ❖ Essential activity in all collaborative work
- ❖ Helps to bind groups and communities together
- ❖ When working together group, or team, members must continually provide information to others and to some degree mutually understand and use information others provide.
- ❖ When information is not effectively shared, collaborative group work fails.

Sonnenwald, D.H., (2006)

CONSIDERATIONS

“A commitment to systems change”

- ❖ Information alone is information only; delivery is what's going to matter. *“Just because we talk, it doesn't mean we communicate.”*
- ❖ Include an experienced and trained parent at the introduction of Early Intervention, at an IFSP, as part of the stakeholder team, part of a critical time for new parents.
- ❖ Because the sooner I, a parent, understand the intention of Early Intervention, the sooner TRUE intervention starts in MY home.