

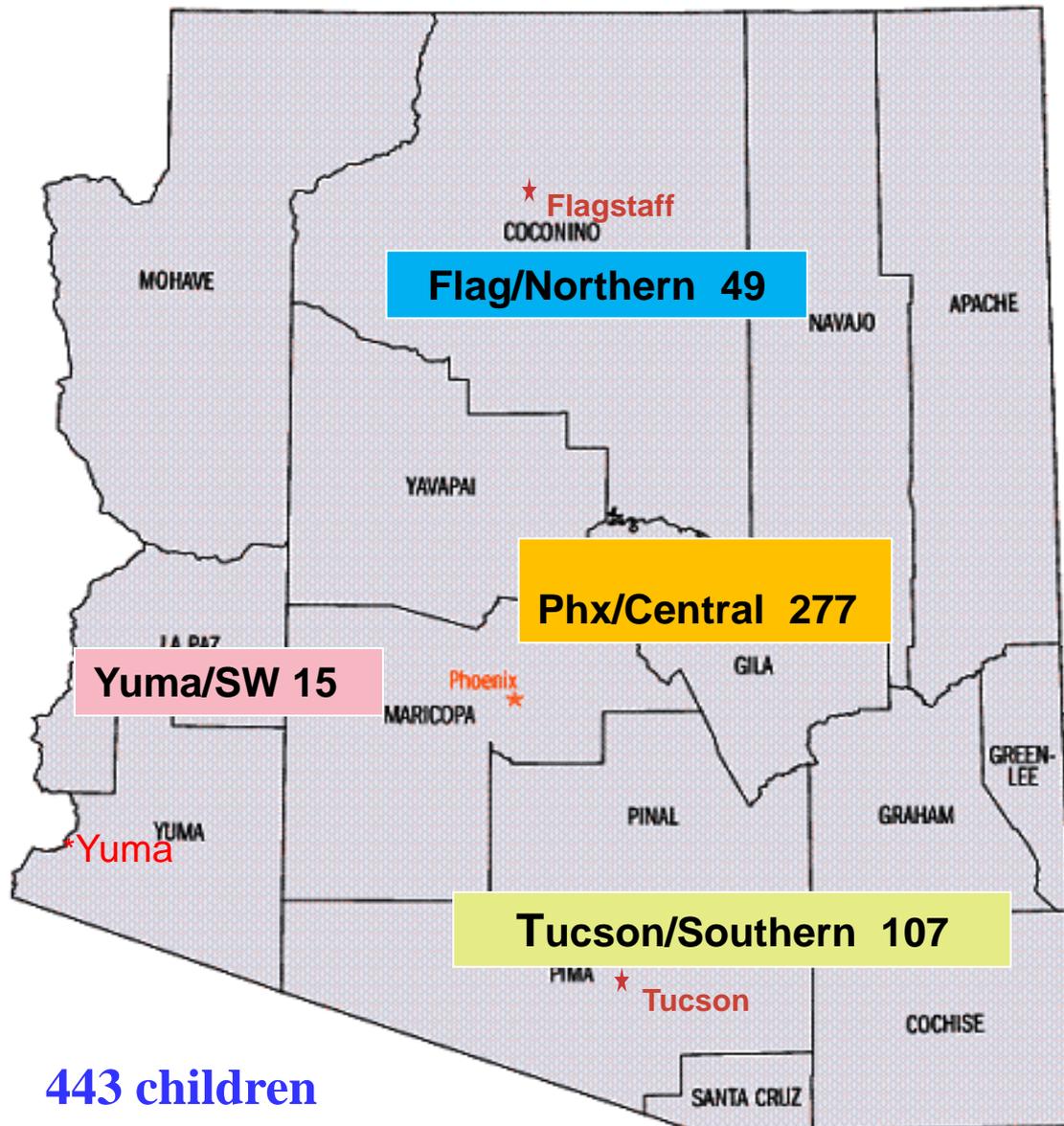
# ASDB Early Childhood and Family Education Program



Barbara Schrag, M.Ed  
[barbara.schrag@asdb.az.gov](mailto:barbara.schrag@asdb.az.gov)

# 0-3 Services since 1973

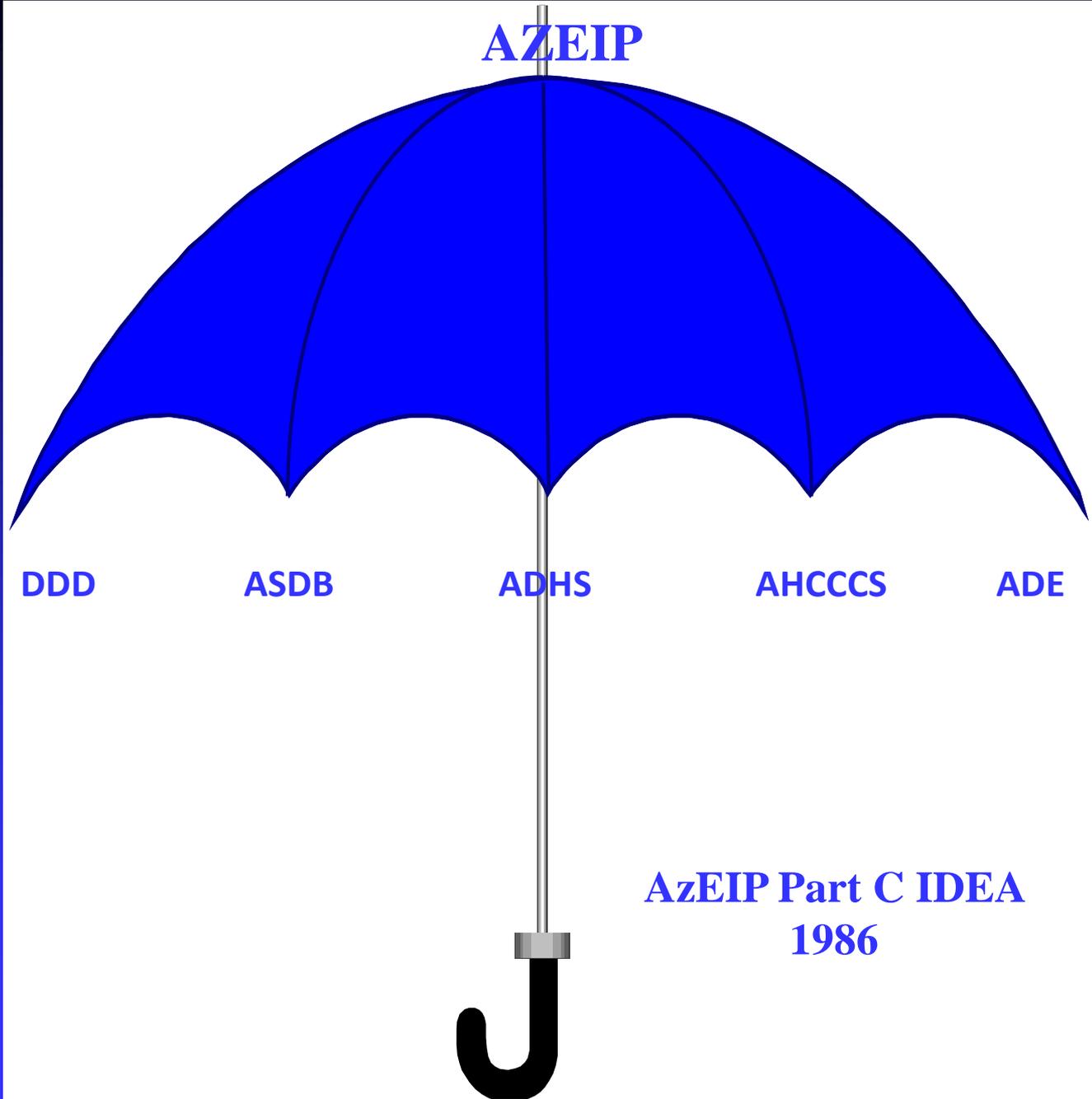
HI 195  
HIMD 20  
VI 80  
VIMD 136  
DB 12



# ASDB 0-3 Statewide Providers

- 17 FT Providers
  - ◆ 13 Hearing Specialists
    - ◆ 4 Tucson, 7 Phoenix, 2 Flagstaff
  - ◆ 4 Vision Specialists
    - ◆ 2 Flagstaff, 2 Tucson
    - ◆ FBC Contracted out for Maricopa County
- Approx 25 Part time Hearing/Vision Specialists statewide

**AZEIP**



**DDD**

**ASDB**

**ADHS**

**AHCCCS**

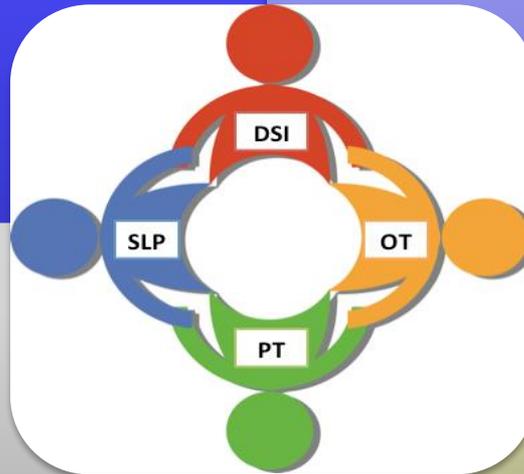
**ADE**

**AzEIP Part C IDEA  
1986**

# AzEIP Team Based Model

ASDB Hearing or Vision  
Specialist

Service Coordinator



Psychologist

Social Worker

# Coaching Model

- 1 hr a week of intervention in traditional direct service model results in 1 hr week of therapy
- 1 hr a week of coaching to parents providing strategies within daily routines results in 84 hours of intervention opportunities ( 12 hrs/day x 7 days a week)



*Jung, LeeAnn – Journal of Young Exceptional Children  
April, 2003*

# ELIGIBILITY

- Birth – Three years of age
- Bilateral Permanent Hearing or Vision Loss
- Mild to Profound
- Optional enrollment
- No Cost to Families for Services

# DIAGNOSIS/REFERRALS

- Hearing Referrals
  - ◆ Audiologists
  - ◆ Family members
  - ◆ AzEIP Teams
  
- Vision Referrals
  - ❖ Family Members
  - ❖ Ophthalmologists
  - ❖ Community Partners
  - ❖ AzEIP Teams
  - ❖ Pediatricians
  
- 48 hrs – 45 days



# Data from Office of NBHS - 2014

- 88,015 births
- 86,983 screened
- 86,099 passed
- 884 (not passed – includes unilateral)
- 131 diagnosed w/ hearing loss
  - 76 bilateral, 49 unilateral , 6 unknown
- 238 w/o hearing loss
- 515 lost to follow up

# Average Age of Diagnosis/Referral

## Hearing

(2014 NBHS data)

131 diagnosed (includes unilateral)

- Under 6 mo – 82
- 3-6 months – 28
- After 6 months - 21

## Vision

- Average age of referral is at birth if child is premature (below 32 weeks or birth weight under 2,500 grams (5 pounds, 8 ounces))
- Other referrals occur typically within the first year of age.
- Referrals are immediate with non-accidental brain injuries.

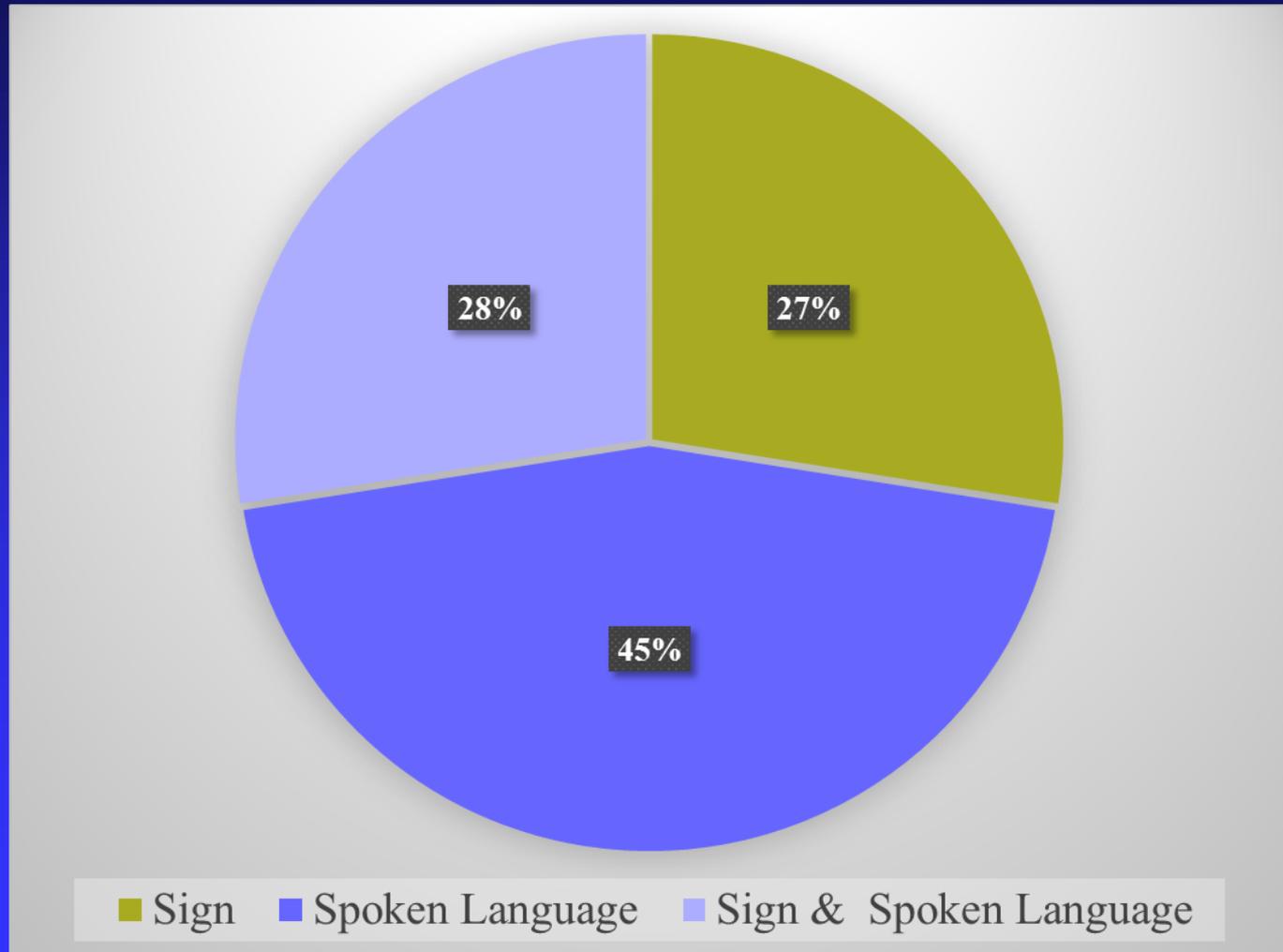
# Degree of Hearing Loss Trends



# Communication Options/Opportunities for d/hh

- What it Takes – Beginnings for Deaf and  
Hard of Hearing  
Raleigh, North Carolina

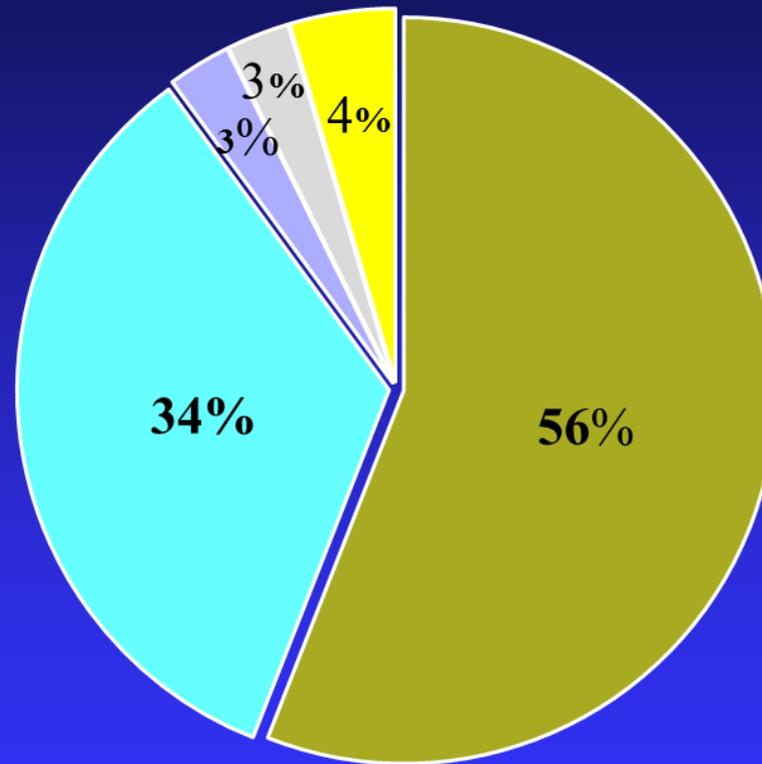
# Mode of Communication HI



# ASDB 0-3 Services

- Pediatric Audiology (Tucson) - Amplification support  
loaner hearing aid/FM program (Hear For Kids)
- Service Coordination
- Hearing Specialists/Vision Specialists/OM support
- Parent Toddler Classes - HI
- Deaf Mentors and Shared Reading Tutors
- Listening and Spoken Language Support
- Parent to Parent Support
- Sign Language Classes
- Transition to Preschool or Part B Program

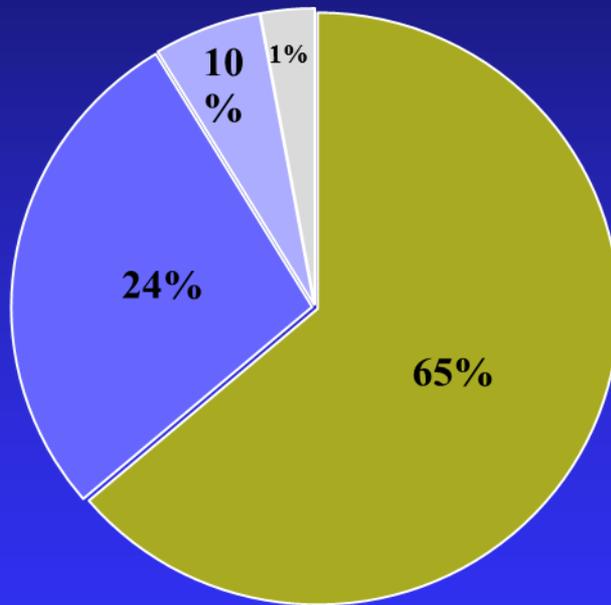
# Frequency of Visits provided to Families



■ 1 visit per month   ■ 2 visits per month   ■ 3 visits per month  
■ 4 visits per month   ■ Every other month

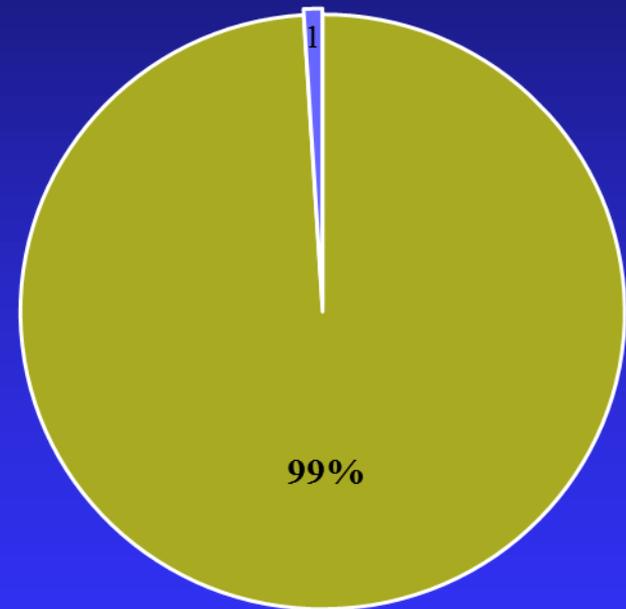
# Transition Data HI and VI

## HI



- Public
- ASDB Campus
- Private
- Unknown

## VI - no data from FBC



- Public
- other

# Parent Toddler Class



# PT Class Mom reading to child



# Family Support and Education

## Home Visits - HI

- Natural Environments/Daily Routines
- Understanding Audiologic information/management
- Impact of loss on speech and language development
- Communication Opportunities
- Early Auditory Learning or Visual Communication
- Work towards IFSP outcomes
- Assessment and monitoring of overall/ongoing development



# Reading with Janessa



# Listening with Janessa



# Encouraging Vocalizations



# Training in LSL since August 2014

- September – October 2014  
Series of 5 Smart Ears Online Workshops with  
Pratibha Srinivasan, AuD, CCC-A, LSLS Cert.AVT
- November, 2014 Full day training with Betsy Brooks, Moog School  
St. Louis, Missouri
- January, March and June 2015 ½ day trainings with Catherine  
Creamer, AVEd
- June 16 – June 20 4 full days of training for Preschool staff with  
Catherine Creamer, AVEd ECFE staff will participate

# ASL and Cultural Support to Families

- Stacy Abrams hired January 2015
- Reinstating the Deaf Mentor and Shared Reading Project Programs
- Contact with families/staff in Phx, Tucson, Southern Arizona and Flagstaff – currently 35-40 referrals
- Training 10 DMs and Tutors
- Deaf Mentor Family Experiences



# Family Support and Education

## Home Visits - VI

- Support to families and teams in understanding the vision diagnosis.
- Functional Vision Assessments to understand use of vision within the natural settings and activities.
- Learning Media Assessment to determine best learning mode for the child as they transition into Part B services.
- Provide specific assessment and materials to support development in all areas of growth.
- Provide Orientation and Mobility Services and the introduction of cane skills for children before transitioning to preschool.

# Orientation and Mobility Visit



# Literacy for young VI children

- Encourage families to hold, talk and sing to their baby
- Check hearing status of child.
- Help children make connections between the origin of sounds and experiences
- Encourage the child's use of touch through tactile experiences
- Movement is important for literacy .
- Look at photographs of familiar people and objects
- Singing songs and simple nursery rhymes
- Provide print and Braille books to families
- Make the story come alive.

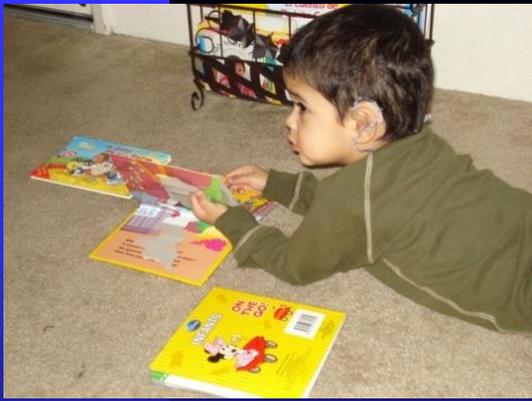
# Tools of Literacy

- Provide “twin-vision” books
- Share information with families on resources for print/Braille books:
- Add clear Braille overlays to books families have in their home.
- Check out Braille label machines for families to label objects in their home.
- Check out Touch and Feel books to families.
- Encourage families to share books/ stories during natural routines
- Loan Braille writers, abacus and other literacy tools to families and also teach families beginning Braille skills.

# Home Visits VI



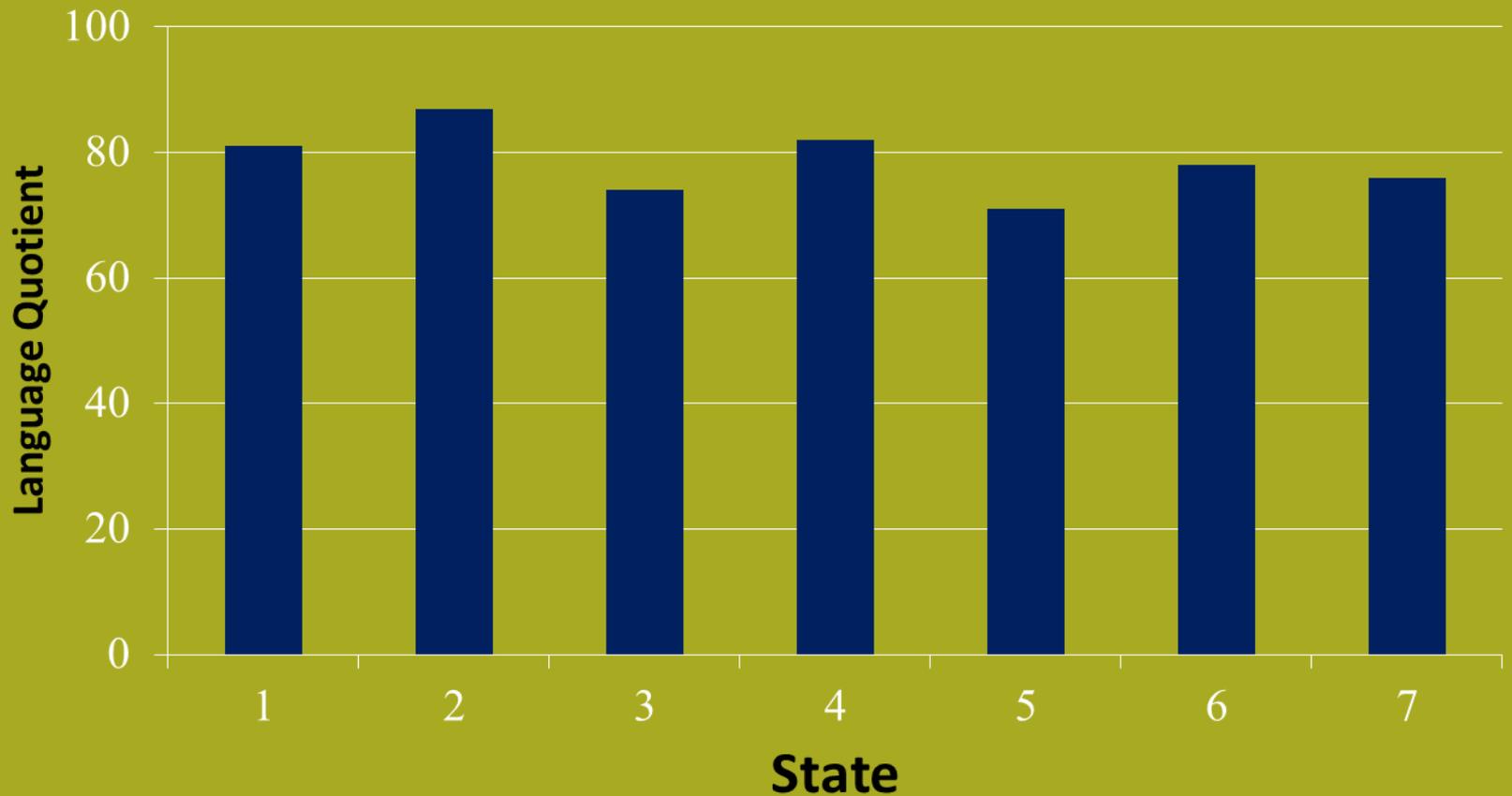
# Home Visits III



# NECAP Project

- CDC supported project to collect language outcome data on d/hh children 0- 4 years
- Currently 13 states participating
  - Arizona
  - Oregon
  - Texas
  - Utah
  - Wisconsin
  - Wyoming
  - Maine
  - New Mexico
  - California
  - Colorado
  - Idaho
  - Indiana
  - Minnesota

# MacArthur: Median Vocabulary Production Quotients 2014



# Conclusions from NECAP

- Typically language quotients were higher (by 7 to 15 points) for children who had:
  - No additional disabilities
  - Intervention by 6 months of age
  - Mild or moderate hearing loss
  - Deaf parent(s)
  - Unilateral hearing loss
  - Parents whose written language was English
  - Mothers with degrees beyond a HS diploma

# Tele-Intervention Project

In collaboration with the Ear Foundation – ACF Grant  
Year 1 and Year 2



# Parent Comments about T-I (4-2015)

- I believe it is a great program and it increased my skills, as well as my son's.
- I believe that tele-intervention has made an enormous impact on my daughter's listening skills and verbalizations. Without tele-intervention, we would not have access to AVT
- I don't think we could have ever done this without having regular access to a specialist through Tele-Intervention to provide us with guidance and information.
- My daughter spoke more using the tablet than in person because she's very shy.
- I think it's a great idea. It allowed us to have a back up plan if an in home visit didn't work that week.

# Community Partnerships Service Project for VI Tucson



# Playing with the Toy Bar

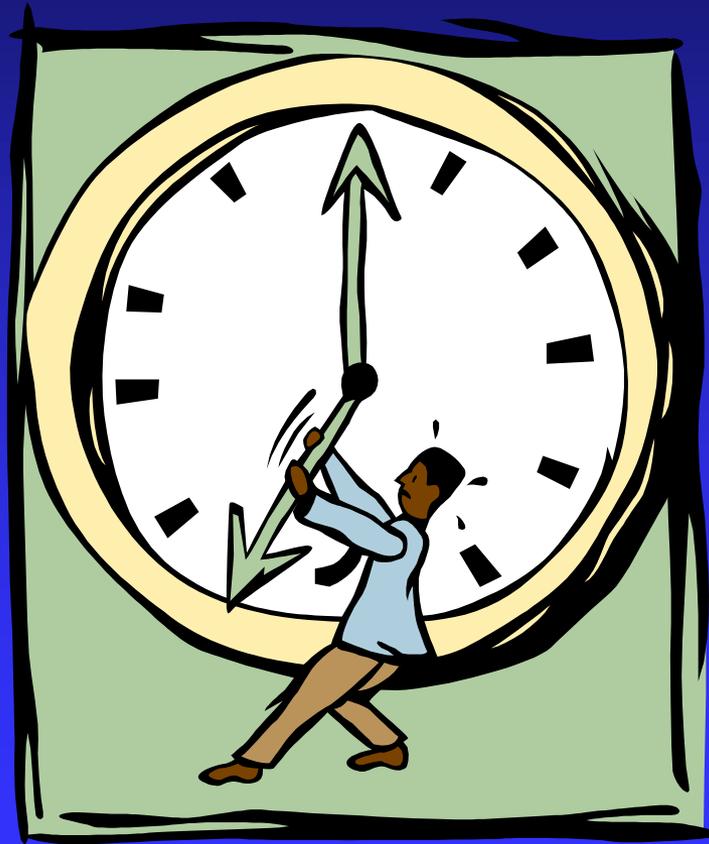


# Quilts and More Quilts!

- Cactus Quilters and Linus Project



# Feeling a Sense of Urgency in 0-3



# 1 – 3 Year Early Childhood Plan

- Return to 0-5 ECE Programs
- Explore concept of Early Childhood Resource Centers in Tucson, Phoenix, Flagstaff and Yuma
- Increase and Expand centerbased 0-3 services for families (18 mo of age, increase PT classes in other areas, Parent meetings and Inservices/training, etc.)
- Increase level of 0-3 HI and VI home based services to families
- Establish LSL preschool classrooms to offer complete continuum
- Hire staff trained/certified in Listening and Spoken Language
- Build and increase DM/SRP services to families 0 – 8 yrs of age
- Increase and build relationships and network with Community resources (CRS, Hands and Voices, Desert Voices, etc)
- Continue to streamline relationship with AzEIP and TBM
- Continue ongoing Staff Development and Training

# What we need to make that happen

- Continued support from Board, Administration and Stakeholders
- Additional statewide FT positions to increase level of home based and center based service
- Funding for Early Childhood Resource Centers
- Funding for ongoing training (potential grants, more funding for DM/SRP Program)
- New and more cars to keep our providers safe
- Implementation of New Teacher Performance Appraisal process to better monitor staff skills.
- Recognition from local and national agencies re changes being made

# Questions/Thoughts from the Board

