From The Mountain to the Island…. Challenges and Success with Transitions: A personal journey

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Family Services and Elementary Programs at MECDHH
Transitions for a family
Wires...tests.....Deaf?
Supporting families transition into services with Maine’s Memorandum of Understanding

“To develop one family-centered communication opportunities exploration process for families who have deaf or hard of hearing children throughout Maine.”
Time to Process.....

Expectations
Feelings
Information
Opinions
Dialogue
Respect
Rapport
Trust
Collaboration
Decisions
Moeller, Brown
Collaborative Approach to Early Intervention

All children who are deaf or hard of hearing will have a full team of early interventionists supporting their family:

- **Teacher of the Deaf**
- **Infant Mental Health Specialist**
- **Occupational Therapist**
- **Physical Therapist**
- **Service Coordinator**
- **Social Worker**
- **Special Educator**
- **Speech Language Pathologist**
- **Deaf Adult Support**
- **Parent to Parent Support**
MECDHH provides the Deaf and Hard of Hearing Early Intervention Specialists

- Teachers of the Deaf
  - ASL Trained
  - Spoken Language Trained
- Deaf Mentors
- Special Educators
- Speech Language Pathologists
- Cued Language Providers
- Educational Audiologist
- Deaf/Hearing Team
Transition to Alphabet Soup and more!

- An **IFSP** is a written plan that is used to document desired outcomes for the infant or toddler’s developmental growth and learning and the services to be provided to the eligible child and family.

- **IFSPs** are reviewed at least once every six months with the service coordinator and rewritten annually.

- **IFSPs** must include a statement of the child’s present level of development, statement of the family’s resources, priorities and concerns, a statement of the major outcomes expected and the criteria, procedures, and timelines used, a statement of necessary early intervention services, a statement of the natural environments in which services will be provided, the projected dates for initiation and anticipated duration, the identification of the service coordinator, and the steps to be taken to support the transition of child to preschool or other appropriate services.

- **Eligibility**
  - Pass the test? Fail the test?
Maine’s 6 Visit Communication Opportunities Exploration Process

- All families statewide
- Ensures all perspectives are supporting families
- Collaborative approach
- Families lead the way
- Supports families in all transitions
To ensure a smooth transition into early intervention families should begin their process with an early interventionist who supports the family through the initial exploration of communication opportunities while honoring the early bonding process of families with their babies.
Communication and Language Opportunities

• The concept of “informed choice” reflects the fundamental belief that families need comprehensive, meaningful, relevant and evidence-based information from professionals in order to make decisions that are most appropriate for their child.” (Young et al., 2006)

• Role of Deaf and Hard of Hearing Children and Adults is critical – Deaf and Hard of Hearing Partnerships

• Role of parents of Deaf and hard of hearing children is critical
6 Visit Process
Early Visits 1-3

- Relationship building
- Support early interactions, attachment and bonding between baby and parent/caregiver.
- Discuss foundations of language and early communication strategies.
- Clarify audiological testing
6 VISIT Process (Early Visits 1-3)

- Provide an unbiased overview of all communication opportunities
- Highlight the variety of available resources
- Provide an overview of hearing assistive technology
- Introduce Maine Hands and Voices, Guide by your Side and Deaf Mentor Programs
6 VISIT PROCESS – (Next Visits 4-6)

Explain child specific hearing assistive technology and equipment management.

Provide child specific resources regarding hearing levels and implications.

Review outcomes and complete a communication plan.
Communication Plan

- Reviews everything discussed in the past 6 sessions
- Ensures families have all opportunities presented to them
- Leads to chosen Primary Service Provider
- Leads to Family Training Opportunities
- Accountability of early interventionist
- Family writes in their own handwriting
- Review child’s language progress and current plan
- Renew communication plan based on assessment data and parent choice
I. Considering the home language and communication.

II. Considering the child’s language and communication opportunities.

III. Consider the advantages and limitations of communication opportunities.

IV. Consider the personal journey to communication.

V. Consider statewide resources and supports.

VI. Consider language and communication development.
Language Assessments and Progress Monitoring

- Ongoing language assessment and progress monitoring provides a framework for reviewing the family communication plan and outcomes.
- At transition you have the data needed to make informed decisions.
Reflecting Together Through Transitions

It is important to allow time for families to explore...reflect...change...question...
Empathic Responses

• Reflecting back
  ~ It sounds as if …

• Extending, clarifying
  ~ Tell me more.

• Questioning open ended
  ~ What did you think?

• Summarizing, synthesizing
  ~ It appears that …
Empathic Responses ~ continued

• Checking perception
  ~ You seem to be…

• Acknowledging
  ~ I can appreciate that.

• Encouraging expression
  ~ How did you feel?

  Being quiet

Listening and Talking, E. Cole, 1992 A.G.Bell
Promoting Strengths

Listen
  ~ Don’t tell

Think with them
  ~ Not for them

Give information
  ~ Don’t insist they use it

Develop options
  ~ Not ultimatums
Promoting Strengths ~ continued

Look for the positive
~ Not the negative

Don’t say “you’re wrong”
~ Determine why they feel they are right

Congratulate their success
~ Don’t ask for applause

Follow their agenda
~ Not yours

PJ McWilliam, 1996
Transition to Preschool
Big words (and acronyms) matter

- Part C – Part B Transition

Part C - The focus is on supporting the family to meet the developmental needs of the child.

Part B - The focus is on the child and his/her educational needs.

- Early Intervention to Special Education
  - Special Education?
  - Deaf Education?
More Alphabet Soup at 3

- An IEP is a written document that includes a statement of the child’s present levels of educational performance, a statement of measurable annual goals including benchmarks or short term objectives, a statement of program modification or supports, an explanation of the extent to which the child will not participate in the regular class, the projected date for beginning services, anticipated frequency and duration, statement of how the child’s progress toward the goals will be measured and how the child’s parents will be regularly informed of the child’s progress. The IEP must also contain a completed transition plan if applicable.
Transition to the IEP
Importance of the preparation in Eligibility

- Evaluations
- Observations
- Adverse Effect
- Communication/Language Plan
- Sometimes children are not eligible
  - Early Intervention was successful!
  - Continued success?
Begin early

- Family Centered Transitions
  - Parent to Parent Support

- Know the law

- Law requires 6 month process

- Understand the law requires a process of eligibility

- Maintain consistent and effective communication

- Visit programs

- Understand the difference in an IFSP and an IEP

- Use the communication/language plan

- Time to Explore......
Mackworth Island Preschool
Two classrooms... one group of learners

- Two classrooms
- Deaf/Hearing Team
- Respect for both cultures
- Two distinct languages – purity of languages

35 students

- Identity
- Kindergarten readiness
- Child Choice
- Inclusive Classrooms
The Magic Door of Openness...bridging two worlds
Kindergarten readiness

Each child’s path to becoming kindergarten ready is unique, therefore, systematic individualized planning and monitoring of the development and use of each language is central to implementing a bimodal bilingual approach.

Mackworth Island Preschool
90% of 2017 graduates Passed Kindergarten screening
Transition to Kindergarten!
Ready to go…or not?

“she’s so quiet”

“she doesn't pay attention”

“she’s so sweet – just smiles all day”

“she gives in to everyone”

“everyone takes care of her”
## Benefits of planning

<table>
<thead>
<tr>
<th>For Children:</th>
<th>For Parents:</th>
<th>For Teachers:</th>
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<tbody>
<tr>
<td>• Continuity with earlier education experiences.</td>
<td>• Increased confidence in their children’s ability to achieve in the new setting.</td>
<td>• Increased knowledge of the children and enhanced ability to meet individual needs.</td>
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<td>• Increased motivation and openness to new experiences.</td>
<td>• Improved self-confidence in their own ability to communicate with educational staff and to effectively influence the education system.</td>
<td>• Increased parental and community support.</td>
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<td>• Enhanced self confidence.</td>
<td>• A sense of pride and commitment in their ongoing involvement in the education of their children.</td>
<td>• More resources and a larger network of professional support.</td>
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<td>• Improved relations with other children and adults.</td>
<td>• A greater knowledge and appreciation of early childhood programs and staff.</td>
<td>• Increased awareness of the preschool program in the community.</td>
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<td>• A greater sense of trust between teachers and children.</td>
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<td>• A renewed sense of professionalism and pride in their efforts to reach out to young children and their families.</td>
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Importance of In-service Training

- Classroom Environment
  - Visual
  - Acoustics

- Access needs
  - Child’s hearing levels
  - Visual access- interpreting? Transliteration?
  - Technology

- Communication/Language Planning

- Cultural Perspective

- Accommodations

- Direct Instruction – pre and post teaching
Reminders for Annual Transitions

- Classroom Environment
  - Visual
  - Acoustics

- Access needs
  - Child’s hearing levels
  - Visual access- interpreting? Transliteration?
  - technology

- Communication/Language Planning

- Accommodations

- Direct Instruction – pre and post teaching
The missing link…
Who Am I?

Deaf?
Hard of Hearing?
Hearing?

Where are the Deaf Adults and Peers?
- Family Events
- Deaf Mentors
- ASL Classes
- Deaf/HH Camps
- Deaf Clubs
- Hands & Voices Events
- Facebook
- Deaf/HH programs
- Conferences
MIDDLE SCHOOL TRANSITION
“she’s so quiet”

“such a good girl”

“we all take care of her”

“She’s a follower”

“we let her be in band”

“she has so much going on…”
Middle School

- Prep prep and more prep
- Not being ready brings great social implications
  - School visits
  - Meet the teacher
  - Locker practice
  - Maps of the school
  - Friend network – keep it going in the summer
  - Class schedule review

Social Identity now ..more than ever!
Transition to Post Secondary Begins in Middle School
Self-Determination
• How do you make decisions and use community resources?
• How do you talk about your deafness/hearing loss/disability and what you need for support?
• What are your goals and what is your plan to reach them?

Postsecondary Education/Training
• What postsecondary options are available?
• Accommodations: What documentation do you need to be eligible for and what accommodations can you receive from postsecondary education and/or training programs?

Employment
• What are your career goals, both short-term and long-term?
• What training do you need to achieve your career goals?
• What supports and/or resources do you need to reach your career goals?

Independent Living (Community Participation)
• Where do you want to live as an adult?
• What kind of supports will you need for transportation, daily living, medical issues and leisure activities? How will you pay for what you need?
• How will you maintain and increase your social network?
Transition to Post Secondary – Empower the student

8TH GRADE

Self-Determination

☐ Identify accommodations needed to remove communication barriers.
☐ Understand your audiogram.
☐ Demonstrate the ability to use/care for one type of auditory technology.
☐ List two ways that technology and/or interpreting is helpful.
☐ Express opinions, wants and needs appropriately and clearly.
☐ Be able to explain the difference between wants and needs.
☐ Show the ability to make informed choices.
☐ Name at least one legal right written into the Individuals with Disabilities Education Act (IDEA).
☐ Maintain at least one good friend.

Education/Training

☐ Understand meaning and purpose of an Individual Education Plan (IEP) or 504 Plan.
☐ Attend IEP meetings.
☐ Communicate likes and dislikes at IEP meetings.
☐ Develop and maintain an organizer with due dates and appointments.
☐ Learn about high school courses and identify one elective that matches personal or vocational interests.
☐ Identify personal strengths and skills needed for success in school.
☐ Demonstrate problem-solving strategies.
☐ Respect needs and opinions of others.
☐ Use appropriate / respectful language.
8TH GRADE

Employment
- Gain summer or after school experience as a volunteer.
- Identify possible opportunities for paid work experience, such as babysitting, lawn work, etc.
- Set and achieve one personal goal.
- Describe three hobbies or interests.
- Help with chores and responsibilities at home.
- Show the ability to follow directions with multiple steps.
- Take a career interest inventory.
- Learn about and describe at least two careers of interest.
- Identify and discuss simple future goals.

Independent Living
- Demonstrate ability to use interpreters or other access services.
- Identify community resources for deaf and hard of hearing people.
- Be aware of any health concerns and create a list of emergency contacts.
- Be able to list safe and unsafe uses of social media, cell phones, or email.
- Explain safety concerns related to drug and alcohol use.
- Understand possible consequences related to engaging in sexual activity.
- Participate in health, exercise or nutrition classes or activities.
- Practice effective conflict resolution skills.
Transition to High School

The need for Independence, Acceptance, and Accommodations.....in a subtle manner

Flash to High School History Class
Flash to High School Chemistry Class
Flash to High School Spanish Class
Flash to High School Drama Club
Flash to High School Car Ride to the football game
FRESHMAN

Employment

☐ Identify two life goals and the steps to achieve them.
☐ Select at least one career of interest to explore in depth; research education and skills required for that profession.
☐ Begin developing a career portfolio.
☐ Identify possible opportunities for experience (volunteer, paid, or job shadowing) related to field above.
☐ Complete real or sample job application.
☐ Know where your important documents are: birth certificate, social security card, audiogram, IEP, etc.

Independent Living

☐ Demonstrate ability to request and obtain an interpreter or other access services for an appointment.
☐ Identify resources available to assist with education/training, job placement, and counseling.
☐ Explain what a healthy, positive friendship looks like.
☐ Demonstrate ability to open savings account, deposit and withdraw money.
☐ Be able to follow recipes and prepare three simple meals.
☐ Demonstrate ability to make appropriate choices about who to contact in sample emergency situations.
☐ Be able to explain connection between personal choices/actions and consequences.
**Self-Determination**

- Describe your strengths and challenges to others.
- Identify communication barriers in a variety of home, community, and school settings.
- Explain possible solutions for improving communication access in those settings.
- Identify people who are in your circle of support who will help you move toward your goals.
- Demonstrate ability to adjust communication to match audience (communication mode and peer/adult).
- Define the terms rights, responsibility, and advocacy.
- Name at least one organization that advocates for the rights of people who are Deaf and hard of hearing.

**Education/Training**

- Actively participate in IEP meeting—explain learning needs, likes, dislikes and future goals.
- Investigate graduation requirements and options for high school courses.
- Develop a four-year course plan with guidance counselor and teacher input; Choose courses that connect with postsecondary educational and career goals.
- Explore acceptance requirements for postsecondary education/training programs.
- Successfully participate in small group activities to complete projects.
- Demonstrate the ability to work within a team.
- Participate in school sports or clubs.
- Participate in transition assessments and understand the purposes of transition plan.
SOPHOMORE

Self-Determination
- Be able to request accommodations that are effective and explain why they are needed.
- Communicate what you need from an interpreter (or access service provider).
- Appropriately and clearly express your future needs.
- Explain the basic legal rights guaranteed by the Americans with Disabilities Act (ADA).
- Define and identify examples of discrimination experienced by deaf and hard of hearing people.

Education/Training
- Actively participate in IEP meeting and talk about your accommodation needs.
- Review four-year course plan and adjust as needed.
- Demonstrate effective use of interpreter or other access service provider or equipment.
- Take PSAT exam.
- Determine whether postsecondary education or training will be needed for employment goals.
- Explore and visit college or training programs.
- Participate in school sports or club.
- Demonstrate ability to focus and finish tasks.
- Continue to participate in annual transition assessments and planning.
SOPHOMORE

**Employment**
- Complete application for Vocational Rehabilitation services.
- Establish post-school goals that match interests and skills.
- Demonstrate job readiness skills—being on time, completing tasks, and accepting feedback in school and at home.
- Develop a resume and cover letter and add to career portfolio.
- Demonstrate job search skills, practice doing applications and looking for jobs.
- Participate in a mock interview.
- Explore potential incomes for career choices.
- Review and start the Maine Transition Career Exploration Workshop (TCEW) (see resources).

**Independent Living**
- Know who is responsible for paying for an interpreter in various situations.
- Develop and set a plan for healthy eating and exercise.
- Explain the meaning of healthy relationships and boundaries.
- Participate in community activities.
- Describe the difference between credit cards, debit cards and checks.
- Take driver’s education class.
- Demonstrate how to use a map and GPS.
- Identify and select clothing appropriate for school and work setting.
- Demonstrate good grooming and personal hygiene.
JUNIOR

Self-Determination

☐ Explain key differences between IDEA, the ADA and Section 504.
☐ Explain what those differences will mean for you in employment and postsecondary environments.
☐ Identify where to go on a college campus (or place of employment) to request accommodations.
☐ Demonstrate (role play) requesting accommodations in those settings—using both fact and opinions.
☐ Demonstrate ability to seek out resources and support when needed.
☐ Apply for Deaf, Hard of Hearing ID card from the state.

Education/Training

☐ Actively participate in IEP meeting—discuss post-school goals and request supports to achieve goals.
☐ Research scholarship and funding opportunities.
☐ Develop checklist to meet admission requirements for potential postsecondary programs.
☐ Take college entrance exams—SAT, ACT, and Accuplacer.
☐ Adapt course plan to meet postsecondary goals.
☐ Demonstrate strong study skills.
☐ Explore and visit additional college or training programs.
☐ Continue to participate in annual transition assessments and planning in order to maintain progress with postsecondary goals.
JUNIOR

Employment

☐ Participate in Transition Career Exploration Workshop (TCEW).
☐ Independently or with support from Vocational Rehabilitation services, find summer paid employment.
☐ Participate in job shadowing.
☐ Apply for a job that matches skills and interests.
☐ Explain how skills and interests match the job you are applying for.
☐ Continue developing career portfolio—update resume and add reference list.
☐ Become more specific about career goals and plan for achieving those goals.
☐ Give examples of appropriate and inappropriate information to share in a work environment.
☐ Learn how to request and obtain accommodations on the job.

Independent Living

☐ Be a positive person in someone else’s support network.
☐ Initiate appointments with community agencies and support services.
☐ Demonstrate ability to create a budget.
☐ Obtain a driver’s license or Maine state photo ID through the Department of Motor Vehicles.
☐ Understand differences in rights/responsibilities of minors and those 18 and over.
☐ Open and maintain a checking account.
☐ Demonstrate ability to make medical/audiological appointments and to be involved in health-related decisions.
☐ Learn how to communicate with interpreters about best placement for visual access, preferred communication, and sharing printed materials in advance.
SENIOR

Self-Determination
- Talk with others about laws that protect the rights of deaf and hard of hearing people (IDEA, ADA, 504, etc.).
- Provide examples of how IDEA, ADA, and 504 apply to them personally.
- Understand the basic rights and responsibilities of U.S. citizens (e.g. Miranda warning, right to fair trial, taxes).
- Contact the disability services staff member at your potential postsecondary program(s) to determine needed documentation and learn about services.
- Demonstrate ability to be assertive without confrontation.

Education/Training
- Actively lead IEP meeting—discuss post-school goals.
- Apply to post-secondary training/education programs.
- Complete the Free Application for Federal Student Aid (FAFSA).
- Obtain digital copy of high school 504 Plan or IEP and Summary of Performance.
- Gather any other records needed for postsecondary program admission or disability services office.
- Retake entrance exams as needed to improve scores.
- Consider taking a community college course.
- Continue to participate in annual transition assessments and planning to stay on track for high school graduation and to achieve postsecondary goals.
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<td>Maintain regular contact with vocational rehabilitation services or other employment resources.</td>
<td>Discuss ideas for a healthy lifestyle.</td>
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<tr>
<td>Obtain a paid job.</td>
<td>Register to vote.</td>
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<tr>
<td>Request accommodations needed from employer.</td>
<td>Finalize living arrangements in community or educational program.</td>
</tr>
<tr>
<td>Adapt work habits as needed to maintain employment.</td>
<td>Identify risks of borrowing and loaning money; Take a personal finances class if possible.</td>
</tr>
<tr>
<td>Define a specific career goal and have a plan that supports goal attainment.</td>
<td>Identify at least three consequences of not paying bills.</td>
</tr>
<tr>
<td>Explain to others the decision-making process for determining career goal.</td>
<td>Follow up on applications for accessing community services.</td>
</tr>
<tr>
<td>Understand basic tax forms—W4, W2, EZ.</td>
<td>Males, age 18 - Register for the U.S. Selective Service.</td>
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<td>Use appropriate communication etiquette in work situations.</td>
<td>Practice effective conflict resolution skills in both personal and employment environments.</td>
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<td>Actively participate in your medical care.</td>
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Listen
   ~ Don’t tell

Think with them
   ~ Not for them

Give information
   ~ Don’t insist they use it

Develop options
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Promoting Strengths ~ continued

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Don’t say “you’re wrong”
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~ Don’t ask for applause

Follow their agenda
~ Not yours

PJ McWilliam, 1996
Transition of Leadership - Young DHH Adult Involvement

- Speaking to other parents
- Mentoring younger children
- Leadership Opportunities
- Legislative
- Speaking to AuD students
- Serving on Boards
“We are far more effective on the inside looking out than on the outside looking in”

Helen Lynch
Thank You!