



Protecting, maintaining and improving the health of all Minnesotans

MINNESOTA EARLY HEARING DETECTION AND INTERVENTION (EHDI) PROGRAM

Recommended Knowledge and Competencies for Professionals Working with Young Children who are Deaf and Hard of Hearing and their Families

Approved, August 2010

This comprehensive list of best practice knowledge and competencies is compiled from 1) current licensure standards for early intervention practice in Minnesota (Minnesota Administrative Rule 8710.5500), and licensure standards for Teachers of the Deaf/Hard of Hearing (Minnesota Administrative Rule 8710.5200), 2) the results of a national survey of initial standards for Teachers for Deaf and Hard of Hearing Children reported by Susan Easterbrooks, 2008, and 3) professional standards for early intervention professionals referenced by the Council of Exceptional Children.

All early intervention professionals providing services to children who are deaf/hard of hearing and their families should:

- 1. UNDERSTAND THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND HISTORY AND CONTEXT OF DEVELOPMENTAL DELAYS AND DISABILITIES AND MEDICAL CONDITIONS AS A FOUNDATION ON WHICH TO BASE PRACTICE.**
 - a. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services and the education of children with hearing loss
 - b. Etiology, characteristics, and classification and their developmental and educational implications on infants, toddlers, and young children
 - c. Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to young children with hearing loss

- d. Ethical, historical and socio-cultural issues related to young children with hearing loss and their families
- e. How to apply due process safeguards for young children with hearing loss
- f. Disorders and delays associated with hearing loss, early cognitive development, gross and fine motor development, early sensory development, social and emotional development, and language development

2. UNDERSTAND REFERRAL, ASSESSMENT, PLANNING, AND PLACEMENT PRACTICES SPECIFIC TO TEACHING CHILDREN FROM BIRTH THROUGH AGE SIX WITH HEARING LOSS.

- a. Referral and intervention procedures
- b. The use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for young children with hearing loss, and how to effectively communicate the results to families, teachers, and other professionals
- c. How to adapt and modify existing assessment tools and methods to accommodate the unique abilities and preferred communication mode of young children with hearing loss
- d. How to interview, gather, and maintain information from parents, families, teachers, and others for the purpose of assessment and planning, developing, implementing, and evaluating the individual family service plan (IFSP) and the individual education program (IEP)
- e. Various educational models and setting options and the selection of appropriate options and communication resources based on the needs of the child and family
- f. How to design individual plans that integrate assessment results and family priorities, resources, and concerns and that incorporate, when appropriate, pre-academic and academic goals

3. UNDERSTAND HOW TO USE INDIVIDUAL FAMILY SERVICES PLANS AND INDIVIDUAL EDUCATION PROGRAM PLANS TO DESIGN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE INSTRUCTION FOR YOUNG CHILDREN WITH HEARING LOSS.

- a. Apply intervention curricula and methods for young children with hearing loss including motor, sensory, health, communication, social-emotional, and cognitive disabilities
- b. Facilitate developmentally and functionally appropriate individual and group activities unique to infants, toddlers, and young children with hearing loss
- c. Implement methods of behavior support and management appropriate for young children with hearing loss
- d. Provide a variety of stimulus-rich formats unique to young children with hearing loss, including play, environmental routines, parent-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction
- e. Apply current research and recommended practices with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations within the family

- f. Apply ways of linking current developmental and learning experiences and teaching strategies with those of the next educational setting for young children with disabilities
- g. Monitor, summarize, and evaluate the acquisition of child and family outcomes included in individual family services plans or individual education program plans
- h. Monitor the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of children with hearing loss
- i. Develop proficiency in the communication modalities and languages used to teach individuals with hearing loss
- j. Provide activities to promote pre-literacy, print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community
- k. Understand the components of linguistic and non-linguistic communication
- l. Understand the importance of early intervention to language development
- m. Identify the effects of sensory input on the development of language and learning
- n. Understand how to use organizational tools and strategies to support content mastery and retention by individuals who are deaf or hard of hearing
- o. Use specialized technologies, resources, and instructional strategies unique to children who are deaf or hard of hearing

4. COMMUNICATE AND INTERACT WITH CHILDREN, FAMILIES, OTHER TEACHERS AND THE COMMUNITY TO SUPPORT A CHILD'S LEARNING AND WELL-BEING.

- a. Sources of unique services, networks, agencies, and organizations for young with children hearing loss
- b. Structures supporting interagency collaboration and how to implement, monitor, and evaluate interagency agreements and transition plans
- c. School, community, and social services appropriate for young children with hearing loss and how to identify and access services that will enhance outcomes
- d. The educational roles and responsibilities of other teachers and support personnel in providing educational services to young children with hearing loss
- e. Ways of assisting the family with young children who have hearing loss in planning for transition from early intervention
- f. How to access information relevant to the field of early intervention deaf/hard of hearing from consumer and professional organizations, publications, and journals

5. APPLY THE STANDARDS OF EFFECTIVE PRACTICE IN TEACHING CHILDREN WITH HEARING LOSS THROUGH A VARIETY OF EARLY AND ONGOING CLINICAL EXPERIENCES WITH INFANTS, TODDLERS, AND PREPRIMARY CHILDREN ACROSS A RANGE OF SERVICE DELIVERY MODELS.

6. UNDERSTAND THE CULTURAL IMPLICATIONS FOR YOUNG CHILDREN WITH HEARING LOSS AND CAN:

- a. Develop and enrich cultural competence relative to the Deaf Community
- b. Recognize the influence of cultural identity and language on all developmental domains
- c. Apply first and second language teaching strategies to the instruction of the child and family, where applicable
- d. Recognize the influence of family communication and culture on all developmental domains
- e. Provide ongoing opportunities for interactions between children who are deaf or hard of hearing and their families with peers and role models who are deaf or hard of hearing
- f. Prepare individuals whom are deaf or hard of hearing or their families to use interpreters and transliterators as applicable
- g. Explain a range of spoken and visual communication modes in an unbiased manner
- h. Communicate proficiently in the chosen communication mode or modes of the family
- i. Implement strategies to facilitate language development specific to the child and family's ongoing needs
- j. Increase proficiency and sustain a life-long commitment to maintaining instructional language competence in auditory/oral, visual and multimodal communication
- k. Provide families with support to make informed choices regarding communication modes, philosophies, and educational options

7. UNDERSTAND ASSISTIVE TECHNOLOGIES AVAILABLE FOR YOUNG CHILDREN WITH HEARING LOSS AND BE ABLE TO:

- a. Work with families to adapt a child's home environment or design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
- b. Implement strategies for stimulating and using residual hearing
- c. Facilitate independent communication in all contexts
- d. Increase proficiency and sustain a life-long commitment to maintaining professional competence and knowledge of hearing technologies (such as hearing aids, cochlear implants and assistive listening devices)

References:

Easterbrooks, Susan (2008) "Knowledge and Skills for Teachers of Individuals Who are Deaf or Hard of Hearing: Initial Set" *Communication Disorders Quarterly*; Vol. 30, pg. 5 – 36

Standards of Effective Practice for Minnesota Teachers - Teachers of Special Education: Early Childhood, Minnesota Administrative Rule 8710.5500 (2009)

Standards of Effective Practice for Minnesota Teachers - Teachers of the Deaf/Hard of Hearing, Minnesota Administrative Rule 8710.5200. (2009)