



# Interdisciplinary Preparation of Teachers of the Deaf and Speech-Language Pathologists to Provide Early Intervention Services to Young Children Who Are Deaf/Hard of Hearing and Their Families



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## Overview

The Interprofessional Preparation of Early Interventionists (IPEI) project was designed to increase the number of qualified teachers of the deaf and speech-language pathologists prepared, through interprofessional practices, to provide family-centered early intervention to children who are deaf/hard of hearing (DHH) and their families. The project was funded effective January 1, 2018 and will conclude mid-2022. The six-semester evidence-based program will prepare students seeking master's degrees in Early Intervention in Deaf Education (MA)

or Speech-Language Pathology (MS) to:

- Provide family-centered early intervention to culturally/linguistically diverse children who are DHH, Participate on interdisciplinary teams to implement and evaluate intensive individualized interventions;
- Enhance language/literacy acquisition;
- Facilitate use of hearing through evidence-based strategies and technology;

Project activities consist of:

- coursework and field experience with young children who are DHH and their families,
- participation in a collaborative seminar,
- attendance at annual forums presented by nationally-recognized experts,
- attendance at professional conferences

## Required Interprofessional Coursework

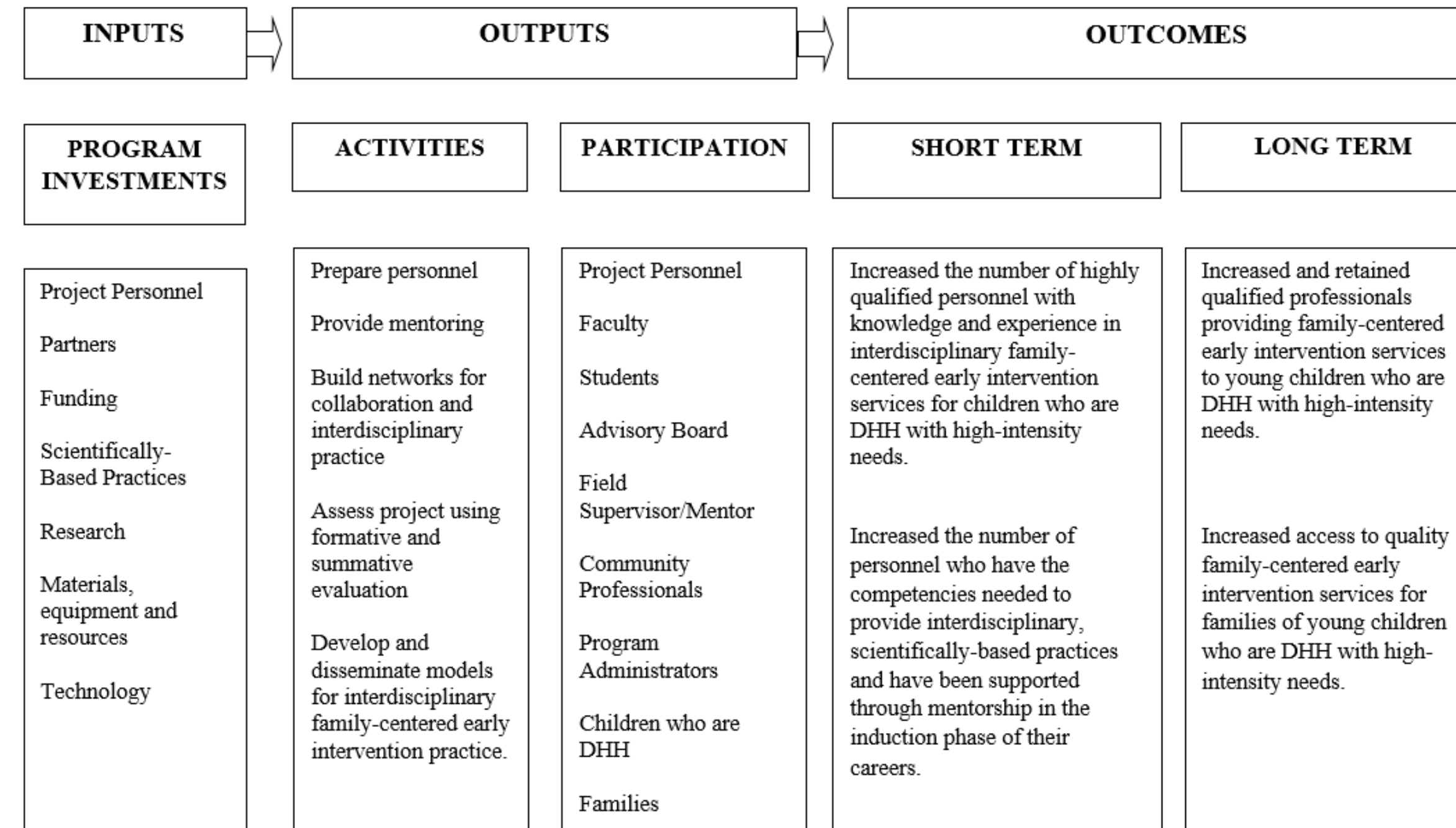
CDS 500 Introduction to Research Methods (3 credits)	CDS 523 Intervention with Children who are Deaf or Hard of Hearing (3 credits)	CDS 531 Communication Development for Children who are Deaf or Hard of Hearing (3 credits)
CDS 512 Language and Literacy (3 credits)	CDS 539 Family-Centered Field Experience (1 credit)	CDS 552 Counseling Issues in Communication Disorders (3 credits)
CDS 555 Pediatric Audiology and Habilitation (3 credits)	CDS 572 Collaborative Seminar (1 credit)	CDS 511 Family-Centered Intervention (3 credits)

## Key Assessments

- GPA
- Essential Knowledge and Skills
- CDS 539 Family-Centered Field Experience Evaluation
- Simulated Patient Evaluations & Reflections
- Content Exam (Pearson/Praxis)
- Competency Based Portfolio
- Exit Interview

## Project Goal & Logic Model

GOAL: To improve communication development and academic achievement for children who are DHH through the use of interdisciplinary preparation and practice.



## Project Competencies - The project graduate:

1. Understands the development of infants, toddlers and young children, including specialized language, literacy, audiologic and communication needs of those who are DHH, and identifies opportunities to use technology to support child development.
2. Collaborates with professionals across disciplines, including deaf education, speech-language pathology, audiology, education, special education, psychology, health and social services and caregivers, in an interdisciplinary approach to provide high-intensity services for young children who are DHH.
3. Assesses the development of infants and young children, conveys diagnostic information, and prepares individual family service plans that address the social, emotional, health and educational needs of children and their families.
4. Establishes relationships with families, recognizing the crucial role the family plays in the development of a child who is DHH, in order to implement family-centered intervention through a culturally and linguistically responsive manner.
5. Develops curriculum and effective instructional plans, including appropriate supportive strategies derived from scientifically based research and experience, resources, materials, equipment and media to provide focused instruction and intensive individualized interventions based on the unique learning and developmental needs of individual children.
6. Understands program administration and develops skills for supervising service providers and coaching colleagues, including work with paraprofessionals and team members, in early intervention and early childhood deaf education settings.
7. Advocates for the provision of high-quality services for all children who are DHH and their families including programming in both natural and least restrictive environments.
8. Demonstrates professional dispositions of critical thinking, life-long learning, reflective practice and the ability to understand and apply evidence-based practices relevant to early intervention and early childhood deaf education.

## Scholar Benefits & Requirements

### Scholar Benefits

- Tuition remission of 23 credit hours of interdisciplinary coursework and field experiences
- Up to \$1500 for professional development
- \$200 book stipend/semester, for six semesters
- Induction year mentoring with \$500 stipend

### Scholar Requirements

Before graduation:

- Successful completion of required coursework and field experience; maintain minimum GPA of 3.5
- Participation in enrichment activities including: cohort meetings, collaborative seminar, journal club
- Attendance at annual forum and professional conferences

After graduation:

- Service obligation - Two years of employment for every one-year scholarship reimbursement; serving IEP/IFSP eligible children ages birth-21
- Fulfillment of enrichment activities including mentorship program and development of professional learning materials for colleagues

## Supporting Retention Through Mentoring

The first year professionals will participate in a mentorship program to increase retention of their knowledge and skills while supporting the transition from university student to practicing professional. They will participate in discussion groups and attend professional forums and group cohort meetings. The university mentor will observe professionals at their place of employment, providing coaching feedback and supporting reflective practice. Finally, with their mentor, graduates will prepare professional learning materials (e.g. presentations, screencast, blog, resource packet, school in-service etc.) for colleagues and community members exemplifying key knowledge and skills related to interdisciplinary practice, family-centered early intervention, and other topics related to service delivery for young children who are DHH. Following completion of the mentorship phase, the program graduates will act as peer mentors for the next cohort group.

## Learn more and stay in touch!

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