

FCEI Pre-conference information

The 2018 FCEI Preconference has been designed to promote engagement and discussion around the three different facets of Family Centred Intervention listed below. Participants will begin the day with panel presentations about all three topics to gain an overall understanding of each. Following this, participants will move into the space allocated to the thread they pre-selected to engage in a series of interactive workshops to learn more about this topic and begin to consider how these issues could be addressed in their own and the wider communities. These action plans will be shared at the end of the day and allow for further discussion by all the participants.

There will also be an opportunity during the afternoon workshops for parents to meet together as the Global Coalition of Parents of Deaf and Hard of Hearing Children (GPODHH) to connect with each other and to discuss a wide range of policy and practice issues from family perspectives.

Workshop 1: **Deaf professionals infused throughout FCEI systems: A call to action: (Austrian Sign Language will be provided upon request)**

Led by Elaine Gale (Hunter College, City University New York), Stephanie Olsen (Colorado Children's Hospital), Michele Berke (California School for the Deaf) and Beth Benedict (Gallaudet University), US.
Panel members: Sabine Windisch, Natasha Cloete/Bridget Ferguson, Jodee Crace (Skype)/Paula Pittman, Anita Grover and Karen Hopkins.

This workshop strand will focus on work in progress since the FCEI 2012 Congress with regard to international consensus principles into practices in the area of Deaf Leadership. Deaf mentorship practices will be shared by panel members from four different countries, which delegates can build on in their own networks to support the empowerment of deaf adults within FCEI systems worldwide. International consensus discussion focusing on Deaf Leadership will follow the panel.

Workshop 2: **Keeping Our Youngest Kids Safe: Bringing the O.U.R. Project Home**

Led by Sara Kennedy from Colorado Hands and Voices and Colorado Chapter together with Catherine Corr of the University of Illinois, US.

Children who are deaf or hard of hearing and / or with additional disabilities often engage with specialist services spanning multiple social service and child welfare systems. Parents and Early Intervention leaders need a range of resources to draw on that increase children's safety in the Early Years, emphasising strength-based and family approaches to foster resilience and encouraging families to be 'action-oriented'. Looking through the lens of the 'O.U.R. Children's Safety' initiative, the workshop leaders will stimulate discussion on how these important issues can be addressed in different cultural environments and country contexts.

Workshop 3: **Evaluation Research and the Fidelity of Intervention**

Led by Nanette Thompson from the Colorado Home Intervention Programme (CHIP), US, and Professor Alys Young from the University of Manchester, UK, with Gwen Carr and Professor Christie Yoshinaga-Itano.

Evaluation is an important activity for all those involved in early intervention in whatever roles they play. Whether generating evidence of impact and effect on an individual level, auditing outcomes at a structural level, or seeking to improve the processes through which we work, evaluation is key. But evaluation is also an attitude of mind that can lead us all to be curious inquirers engaged in a constant cycle of improvement. This includes facing up to what we do not do well and where the evidence of benefit is lacking so we stop perpetuating practices and approaches that have little foundation.

This workshop strand is in two, linked, sessions. In the morning session, we will interactively explore what it is to evaluate, strategies for the development and execution of individual and programme level evaluations and consider pitfalls in the process, whilst offering real world solutions that can be implemented. In the course of the morning session you will build your own evaluation plans that are sensitive to your own context and needs, regardless of where you are in the world or the questions that concern you most.

The connected afternoon workshop session will explore how Early Intervention programme providers can assess the fidelity of their work through translation of evidence based interventions into the practice. To begin with, the interactive activities will discuss current processes that measure the extent to which interventions are delivered as intended. The conversation will then focus on establishing an evaluative culture, examining the motivations, opportunities, advantages and implications of carrying out research in the context of the practice of early support for families.