



## FCEI 2020 Pre-Conference Program

The 2020 FCEI Pre-conference 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.

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: **Moving Forward with Deaf Leadership International Alliance (DLIA)**

*\*(Austrian Sign Language will be provided upon request)*

*Led by Elaine Gale, Natasha Cloete, Amber Martin, Sabine Windisch*

A work in progress since 2012, FCEI has recognized and advocated the value of deaf adults in Family-Centered Early Intervention (FCEI) systems. During the FCEI 2020 Deaf Leadership pre-conference we will share and discuss recommendations for infusing Deaf Leadership. This work was started during the FCEI 2018 pre-conference and continued with leaders and partners of Deaf Leadership International Alliance (DLIA). In addition, we will also move forward by establishing ways to put recommendations into practice.

### Workshop 2: **Parent Leadership in Family Support Systems**

*Led by Leanne Seaver, Snigdha Sarkar, Jodi Cutler*

Family-centered early intervention programs are too often defined and developed from an exclusively professional perspective resulting in family-centeredness that is still inherently based on a professional model. The FCEI Parent-Strand Pre-Conference is for parents and professionals who seek to infuse their practice with end-user knowledge and experience of what works, what doesn't, and how early intervention systems can become more effective for families and their children with hearing loss. This is an unparalleled opportunity to learn how family-centered practice occurs in different countries, globally, through shared parent perspectives and expertise. Developed by successful family support organizations that have joined in the Global Coalition of Parents of Children who are Deaf or Hard of Hearing (GPODHH) including Hands & Voices (U.S), Thrive (SA), FEPEDA (EU), Pagava (LT), Aussie Deaf Kids (AU), and more, this session takes the "theory" of family-centered practice and shows it in actual practice.

#### **Sess. 1 Parent Sharing**

*Jodi Cutler (IT), Facilitator*

This informal, facilitated discussion is just for parents. In one group, we introduce ourselves and share updates on how family support is working in our countries with emphasis on what's going well and what needs improvement in early intervention systems.

#### **Sess. 2: Parent Leadership**

*Snigdha Sarkar (IN), Facilitator*

Diverse parent leaders from a range of countries will share their experiences of overcoming obstacles and creating authentic parent-led organizations in a facilitated discussion followed by question and answer interaction with audience. Featuring Djenne amal-Morris (US), Jackie Oduor (Kenya), Frank Dauer (GE), Cosmin Brasos (RM), and more.

### **Sess. 3: Running a Family-Support Organization**      *Leeanne Seaver (US), Facilitator*

Concrete tips and tools for DIY (do-it-yourself) family support administration will be presented in “speed-dating” style by parent experts on event planning, fundraising, organizational skills, on-line parent-to-parent support, panel-facilitation and more. With Janet DesGeorges (US), Ann Porter (AU), Katy Whale (NZ), Rima Sitavičienė (LT), Sari Paloposki (FN), Joel Mwesigwa (UG), Teresa McDonnell (IR), and more.

### **Workshop 3: Self-assessment workshop: Understanding your strengths in promoting the social-emotional and listening-spoken language skills in the children and families you serve**

*Led by Nanette Thompson, Amy Szarkowski, Kristina Blaiser, Christine Yoshinaga-Itano*

Professionals involved in supporting deaf and hard of hearing (DHH) children and their families play an important role in the lives of families they support. The interdisciplinary nature of the professionals doing this work is a strength (Sass-Lehrer, 2016), bringing significant expertise to families. Yet, because professionals come from varied disciplinary backgrounds, exhibiting differences in pedagogical knowledge, quality of service provision is an important consideration (Melhuish et al., 2016).

**This workshop will focus on provider self-assessment.** It will highlight the need for professional development, in particular *self-reflection*, in order to improve providers’ abilities to deliver effective services (Campbell & Sawyer, 2009; Schwartz, Coskun, Leutz & Beals, 2011). Importantly, it will incorporate both how providers interact with families, and the knowledge and skills they bring to those interactions.

Two self-assessment tools will be highlighted:

1. **The Social-Emotional Provider Self-Assessment** - Environmental and contextual factors can make children more vulnerable to emotional, social and behavioral challenges (Cooper, Masi & Vick, 2009). Yet, positive development of social-emotional functioning can serve a protective function and positively influence outcomes (National Scientific Council on the Developing Child, 2009). This self-assessment will focus on providers’ competency in working with diverse families to support social-emotional development of the child.
2. **The L2L Provider Self-Assessment** - Providers will identify their strengths & areas for growth in helping DHH children and their families to develop listening and spoken language abilities by addressing factors known to contribute to success in this area, i.e. full time access to sound, well-fit hearing technology, and a language-rich environment (Tomblin et al, 2015).

**Participants will be expected to actively engage in self-assessment practice during the session.** Based on individualized results of the self-assessments, participants will have the opportunity to craft a plan of action to further build their skills and expand their knowledge.

Pre-Conference			
Time	Wednesday, May 27		
7:30 - 8:30	Registration		
8:30 - 9:15	Welcome and Opening Announcements		
9:30 - 11:00	<p><i>Workshop 1</i></p> <p><b>Moving Forward with Deaf Leadership International Alliance (DLIA)</b>  <i>E. Gale, N. Cloete, A. Martin &amp; S. Windisch</i></p>	<p><i>Workshop 2</i></p> <p><b>Parent Sharing</b>  <i>Jodi Cutler</i></p>	<p><i>Workshop 3</i></p> <p><b>Self-assessment workshop: Understanding your strengths in promoting the social-emotional and listening-spoken language skills in the children and families you serve</b>  <i>N. Thompson, A. Szarkowski, K. Blaiser &amp; Ch. Yoshinaga-Itano</i></p>
11:00 - 11:30	Teatime		
11:30 - 1:00	<p><i>Workshop 1 continues</i></p>	<p><i>Workshop 2 continues</i></p> <p><b>Parent Leadership</b>  <i>S. Sarkar</i></p>	<p><i>Workshop 3 continues</i></p>
1:00 - 2:00	Lunchtime		
2:00 - 4:30	<p><i>Workshop 1 continues</i></p>	<p><i>Workshop 2 continues</i></p> <p><b>Running a Family-Support Organization</b>  <i>L. Seaver</i></p>	<p><i>Workshop 3 continues</i></p>
4:30 - 5:30	Registration		
7:00 - 9:00	Informal Opening		

\*\*Austrian Sign Language will be provided upon request.