New challenges for favoring young implanted 0-4 years old children with multiple disabilities

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Nashville - December 2014
New legislation reinforces the inclusion of children with multiple disabilities, favoring access to day-care centers.

Increase of young hearing impaired children receiving cochlear implants.

Concomitant increase in the number of children with multiple disabilities is observed.
Towards inclusion of deaf or hearing-impaired pupils

Distribution of deaf pupils between special needs classrooms and regular classrooms through school years

- Total
- Regular classrooms
- Special needs classrooms

Closure of the last special class
New challenges

- Welcome deaf, implanted infants and children, with multiple disabilities, and their families.

- Prepare teams to deal with the challenging changes from the shift in situations with a “mono” or single disability to multiple disabilities.

- Continue to reinforce inclusive values practiced with young, deaf children even though multiple disabilities are more and more frequent.
Introducing our structure

Ecole Cantonale pour Enfants Sourds (ECES) = Cantonal School for Deaf Children

- Early childhood sector (0-4 years old)
- School sector (4-18 years old)
Our values

bilingualism: French sign language, oral and cued speech

communication

development

autonomy

inclusion

equity

blooming
Introducing our structure

Early childhood sector’s current internal team composition

- 4 early childhood educators
- 3 speech therapists
- 1 psychologist
- 1 psychomotor therapist
- 3 trainees (education and speech therapy)
Institutional make-up – showing disabilities

2010-2011
2011-2012
2012-2013
2013-2014

0 5 10 15 20 25 30 35 40

Additional disabilities
Deaf
Institutional make-up – showing the inversion of disabilities

2010-2011
- 70% Deaf
- 30% Additional disabilities

2013-2014
- 58% Deaf
- 42% Additional disabilities
Practices 2010-2011

Oral language objectives, tools and equipment related to deafness

- Stationary guidance for deaf children and families in Lausanne
- Speech therapy
- Other therapies if necessary
- Itinerant educational services
- Biannual visit of local kindergarten
- Integration project « The Bag of Stories »
- Thematic conferences with partners
Collaborations – Partners 2010-2011

- ENT doctors, experts from our school
- Cochlear implant centers
- A Capella Foundation (cued speech)
- Swiss Federation of deaf people
New additional disabilities – diagnosed syndromes

- CHARGE syndrome
- Kleefstra syndrome
- Dysmorphogenic syndrome
- Treacher-Collins syndrome
- Down syndrome
- Cornelia de Lange syndrome
- Wolf-Hirschhorn syndrome
- Say-Barber-Biesecker syndrome
- …
Needs assessment

- Increased expertise in many different associated disabilities
- Better organization regarding the care of children
- More equipment tailored to children's difficulties
- Specialized medical supervision and collaborations with other specialists
- More team leaders
- Adaptation of our tools and objectives in accordance with our values
- Increase in staff-to-children ratio
- Increased communication with the parents
Appreciative Evaluation (Riva, 2014)

- « Audit » based on qualitative interviews was conducted with the teams of the Cantonal School for deaf children in Lausanne by an external consultant.

- Process led to the development of interdisciplinary synergies that are able to provide the appropriate care.
Roadmap for changes

- Consolidation and widening of partnerships and circles of cooperation (particularly with various medical disciplines like pediatric neurology or ophthalmology)
- Reinforcement of the coaching of the regular preschool education staff, where hearing-impaired children receive daycare,
- Enhancement of knowledge development within teams, evolving through new partnerships in continuing education, reinforcing the “learning organization”.
- Development of leadership and management skills within teams, ensuring good governance, complementary and multidisciplinary best practices, as well as a shared institutional vision.
<table>
<thead>
<tr>
<th>Changes</th>
<th>Done</th>
<th>In Progress</th>
<th>To Do</th>
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<tbody>
<tr>
<td>1. Implementation of a training process</td>
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<td>2. Preparation of host records and protocols for each child</td>
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<td>3. Adaptation of the equipment needed for childcare with multiple disabilities</td>
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<td>4. Nursing support for the Sector of Early Childhood (hearing impairment)</td>
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<td>5. Support the development of the structure and its adaptation to changes</td>
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<td>6. Reinforcement of the Sector’s coordination</td>
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<td>7. Developing a Charter on the inclusive values of ECES</td>
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<td>8. Reinforcement of the special education team within the sector</td>
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<td>9. Increased parental involvement in the development of the structure</td>
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Oral language objectives, tools and equipment related to deafness

Global communication objectives, tools and equipment related to multiple disabilities

- Stationary guidance for deaf children with or without additional disabilities and their families in Lausanne
- Speech therapy combined with other therapies
- Itinerant educational services more based on multimodal perception
- Reinforced support within local kindergarten settings
- Thematic conferences with (new) partners
Collaborations – Partners 2013-2014

- ENT doctors, experts from our school
- Cochlear implant centers
- A Capella Foundation (cued speech)
- Swiss Federation of deaf people
- Neuropediatrician of the neurodevelopmental unit CHUV
- Care and support unit CHUV
- Infancy nurse
- Speech therapists of the neurodevelopmental unit CHUV
- Mobile occupational therapists
First results

- « Care » is revisited as a holistic concept, enhancing inclusive values even for children with multiple disabilities.

- Providing the best possible early intervention services.

- Important social capital for families seeking to support and accompany their hearing impaired children.
Discussion

- **Care** as a rich set of skills, combining care, responsibility, kindness, help and more ... This ethic is opposed to values and attitudes expressed in ways exemplifying selfishness and self-centeredness, competition and ambition, and even forms of power leading to exploitation.

- **Inclusion** asserts the right of everyone to follow a mainstream education closer to his home in a continuous and adapted schooling.


Thank you for your attention and best greetings from Switzerland!