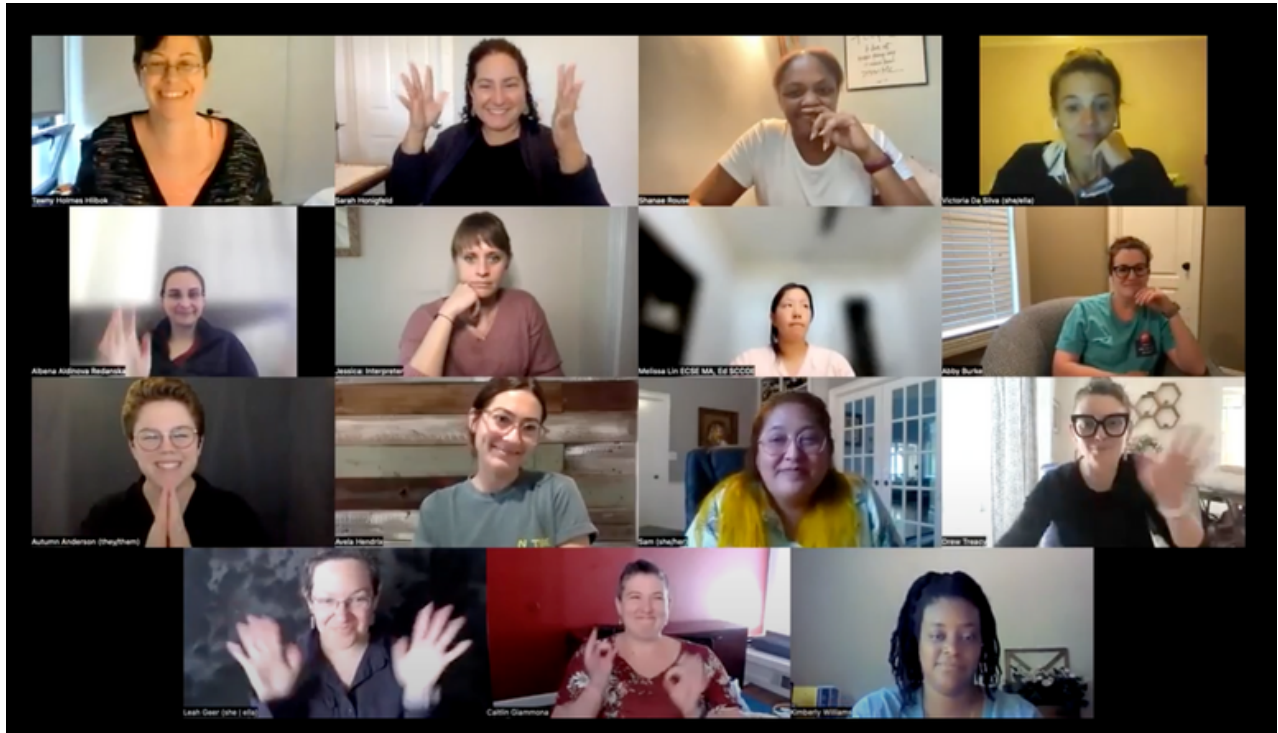


ITF Newsletter

Deaf and Hard of Hearing Infants, Toddlers, & Their Families: Leadership & Collaboration Graduate certificate Program



Summer 2022 ITF 700 Orientation 2022-2023 ITF COHORT

TABLE OF CONTENTS

Interview with Current ITF Students	2
Upcoming Conferences & Summits	4
Meet the Program Director	5

Program Director's Welcome

Welcome to an exciting time for the ITF Program! We kicked off our new 2022-2023 Cohort in May, announced my hire as the new Program Director in August, and released applications for the new ITF MA Program this month! (See page 3 for more information about our new program) Current certificate students are hard at work putting together their Capstone Project proposals, and I am looking forward to their public presentations next semester! Stay tuned for more exciting updates about ITF!

A Chat With Current Students:

Kimberly P. Williams & Drew Treacy



Kimberly, a dark-skinned woman with short black hair, is smiling at the camera. She wears a dark blue blouse, a golden necklace, and dangling bead earrings.

KIMBERLY P. WILLIAMS began the 1st-year program in May 2022 so she expected to graduate in May 2023. She has received a B.S. in Communication Sciences and Disorders from the University of Georgia and a M.A. in Education of the Deaf and Hard of Hearing from Georgia State University. At the moment, she is the Lead Early Intervention Specialist with Georgia PINES' SKI HI program, where they serve deaf and hard of hearing infants, toddlers, and their families.



Drew, a light-skinned woman with shoulder length, wavy brown hair, is smiling at the camera. She wears a white shirt, a thin silver necklace, stud earrings, two nose rings, and thick-rimmed black glasses.

DREW TREACY is a 1st year student in the ITF program and expected to graduate in May 2023. Her previous degrees include a B.A. in Psychology from Portland State University and a M.A. in Teaching American Sign Language: K-12 from the University of Northern Colorado. She currently works at the Center for Deaf and Hard of Hearing Youth as an ASL Specialist for the statewide outreach team.

1. What is your background in early intervention services? How were you introduced to the idea of early intervention services?

Kimberly: I was introduced to early intervention 15 years after working professionally with school-aged deaf and hard of hearing children. I was trained under the SKI HI curriculum in 2020 and fell in love with serving families. After my first session with my first family, I felt like I was at home in my career. I love the approach of serving as a support and guide to families while coaching them through strategies on how to provide a language nutritious environment for their little ones. Since the majority of my experience is in the school system, I'm aware of the challenges faced once D/HH children are school-aged. I see early intervention as the key to making a positive impact in preparing families to have children who are language proficient and able to reach

their full potential.

Drew: As a paraeducator, I was assigned to work in preschool for 3 years at school for the deaf. I later joined the outreach team as an ASL specialist working with DHH children aged 3-21.

2. What got you interested in the ITF program?

Kimberly: I remember desiring to apply to Gallaudet when I was pursuing my masters in Deaf Education years ago. It has been a career-long dream of mine to attend. When I was promoted to my current position as Lead Early Intervention Specialist, I wanted to ensure I had the resources, connections, and background knowledge to help support other early intervention specialists as they support D/HH infants, toddlers, and their families. I attended the REAL conference in Alabama, where the presenters mentioned the ITF program. I inquired for more information and

discovered that there were scholarships available. I was elated to be accepted into the program and approved for a scholarship! My primary motivation was to learn as much as I could and share that knowledge so that I could support others. What I didn't expect was the added bonus of discovering more about myself personally and professionally.

Drew: In the long run, I considered working in an administrative position. I realized the context surrounding infants, toddlers, and families was what I knew the least. I searched for a program focusing on this, and I found the ITF program at Gallaudet University.

3. What do you imagine for your capstone project?

Kimberly: My goal for the capstone project is to provide a resource that would be beneficial to parents, children, and other early intervention specialists. I'd like to present visuals of strategies that promote a language and literacy-rich environment in the natural setting through videos. These are strategies that are specific to early intervention. These videos will be accessible online and provide models of how to implement these strategies. In addition to being a resource, it will provide an opportunity for parents to practice skills, even when they are not with the early intervention specialists, which will promote

Drew: I am working on creating three short informational videos on the impact of language deprivation and the importance of language acquisition. This aligns with the idea of what is most commonly known as LEAD-K.

4. What takeaways have you gained so far from the program?

Kimberly: This program is teaching me several life-long lessons. As a hearing person, I am learning the value of access and what that truly looks like for all. I'm learning about the importance of sensitivity and consideration of each family, and the cultures, ideas, languages and even biases that they bring to the table. I have learned to identify my own biases and how to approach others whose culture is different from mine from a place of respect. I've learned to use a 'whole-family' approach when providing services. I have also learned about

the strengths of my own leadership style and how to approach the challenges I may encounter.

Drew: There is no one size that fits all! Every individual is unique and different. We are here to embrace and support each other with the success of DHH/DB children in our mind. The success of the child begins with interdisciplinary collaboration with the families.

5. If you could give advice to new first year students, what advice would you give them?

Kimberly: I would advise first year students to be open to the process. Take the feedback provided by the professors and apply it to each assignment, each course, and to your professional experience. Recognize that you bring value to your class based on your personal experiences and professional experiences, and that we can learn so much from each other's differences. Don't be afraid to ask questions, engage, and to make mistakes. We are all growing, and the best way to do that is if we are authentic with ourselves and each other.

Drew: Ask your cohort questions! They are your amazing resources - they know things that you do not know and they know people that you do not know! Invest in your relationships with your cohort; take care of each other and you will go far!

6. What do you want your future in the field to look like once you become a seasoned professional?

Kimberly: I would love to apply the information that I'm gaining through this program to encourage positive change in my state. I'd love to continue to make connections with other professionals in this field and to continue to grow. I'd like to lead with love, and ensure that each voice feels heard, valued, represented, and empowered.

Drew: In the future, I would like to see more networking, training, and resource sharing opportunities. Especially with many big organizations such as NAEYC, JCIH, EHDI, and etc. The more awareness the people/ organizations have on DHH/DB children will help our children thrive!

Upcoming Conferences and Summits

**2023 EARLY HEARING DETECTION &
INTERVENTION (EHDI) CONFERENCE
IN CINCINNATI, OH
March 5 – 7, 2023**

**2023 NATIONAL HOME VISITING SUMMIT
HOSTED VIRTUALLY
March 14 – 16, 2023**

**2023 NASLECE SUMMIT HOSTED
VIRTUALLY BY LAMAR UNIVERSITY
March 31 – April 1**

**2023 ASDC FAMILY CONFERENCE IN
WILLIAMSBURG, VA
July 13 – 15, 2023**

**2023 DEC & ISEI JOINT CONFERENCE IN
MINNEAPOLIS, MINNESOTA
November 28 – December 1, 2023**

Meet The Program Director

ITF PROGRAM DIRECTOR, SARAH HONIGFELD



As I stepped into the role of Program Director in August 2022 to continue the exciting journey the ITF Program is on, I reflected on my own journey through ITF as a 2016 alumni. I learned so much during my time in ITF, and am still close with classmates and instructors today. One of my hopes as Director is to provide that same experience to current and future ITF students. As some of you already know, my philosophy is to walk *with* families, and I intend to walk *with* students in the Program as well.

INTERDISCIPLINARY STUDIES: INFANTS, TODDLERS AND THEIR FAMILIES MASTERS OF ARTS PROGRAM

In Summer 2022, Gallaudet University approved the launch of our newest program, the Master of Arts in Infants, Toddlers, and their Families Graduate Program! This year, we are focused on preparing the MA program for its first Cohort (to start May 2023). Applications are open now, and those interested can apply through the ITF webpage. Students who graduated from the ITF Certificate program may be eligible for advanced standing in the MA program. And yes, we are still offering the Certificate program!



Scan here to pull
up the ITF MA
Program page!