

## Letter of Intent Submission - 2013

<b>Competition/Topic:</b>	Special Education Research Grants - Early Intervention and Early Learning in Special Education
<b>Receipt:</b>	Session 1-324A13
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<b>Application Title:</b>	Questions and Answers: Just-in-Time Learning to Prevent and Report Child Maltreatment as Experienced by Children who are Deaf or Hard of Hearing, Ages Birth Through Five Years
<b>Collaborator 1 Name:</b>	Harold Johnson
<b>Collaborator 1 Institution Affiliation:</b>	Michigan State University
<b>Collaborator 2 Name:</b>	Barbara Bogart
<b>Collaborator 2 Institution Affiliation:</b>	ChildHelp.org
<b>Collaborator 3 Name:</b>	Dina Kurzweil
<b>Collaborator 3 Institution Affiliation:</b>	Consultant
<b>Project Duration Years:</b>	4
<b>Year 1 Budget:</b>	\$375,000.00
<b>Year 2 Budget:</b>	\$375,000.00
<b>Year 3 Budget:</b>	\$375,000.00
<b>Year 4 Budget:</b>	\$375,000.00

<b>Total Budget Requested:</b>	\$1,500,000.00
<b>Goal:</b>	Development and Innovation
<b>Description of the Research Project:</b> (indentations will not appear on this page)	
<p>The presence of a disability represents a risk factor for abuse. Very young children who experience abuse demonstrate significantly poorer health and lower social competence, IQ scores, language abilities, parental attachment, and school performance than their peers who do not experience abuse. As children mature, the experience of abuse continues to negatively impact their health (chronic fatigue, altered immune function, hypertension, sexually transmitted diseases, and obesity), cognition (deficits in attention, abstract reasoning, language development, and problem-solving skills, which ultimately affect academic achievement and school performance), and behavior (aggression, juvenile delinquency, adult criminality, abusive or violent behavior). Parents' and professionals' lack of awareness and understanding of this risk increases the frequency, duration, and impact of abuse as experienced by children with disabilities.</p> <p>Existing professional development efforts have addressed this lack of awareness and understanding via the use of traditional "train-the-trainers," "face-to-face," or "just-in-case" training models. Within these models, individuals are expected to assimilate a large amount of complex information in a short period of time. Once trained, individuals are then expected to serve as local resources, or "experts," concerning the prevention, recognition, and reporting of suspected or confirmed cases of child abuse. Unfortunately, traditional training often fails to reflect the depth or the immediacy of information that is needed by professionals as they interact with children whose disabilities include diverse, complex, and often overlapping cognitive, communicative, social, experiential, and educational characteristics. This failure is inherently tied to the fact that traditional training is provided outside of the context in which it will be used and before it is actually needed.</p> <p>This projected Development and Innovation grant proposal will address traditional professional development shortcomings with the development, pilot, and formative evaluation of a "just-in-time" model combining actual (face-to-face) and virtual (online and mobile app) learning opportunities. These opportunities will be designed to use a "Problem-Based Learning Model" (PBLM) as implemented via a series of multimedia learning modules; a 24/7 information system (Childhelp Hotline Counselors); an online community of experts ("Bright Spots"); an array of mobile apps; Web resources; and group-specific (i.e., control, traditional, and experimental), interactive Web technology (wiki) to provide participants both the need and the opportunity to ask initial (at time of first training) and ongoing (following first training, during day-to-day work) questions concerning the</p>	

prevention, recognition, and reporting of abuse as experienced by children (ages birth through five years) who are deaf or hard of hearing (d/hh).

The PBLM will be based on the existent knowledge base and the “Frequently Encountered Problems” (FEPs) encountered in the prevention, recognition, and reporting of child abuse. The knowledge base and FEPs will be presented within the context of existing and emerging home- and school-based early intervention programs for children who are d/hh. Initial questions will be addressed within actual and virtual settings. The success of the proposed “just-in-time” professional development design will be determined by changes in the frequency, diversity, and depth of: a) questions asked and answered (e.g., for peers); b) resources used, shared, and identified; and c) Individual Family Service Plan (IFSP)/Individual Education Plan (IEP) “safety” statements. Additional impact measures will include child safety-related changes in: a) pre/post measures of parental and professional knowledge, willingness to act, and actual acts to help ensure student safety; b) program/school policy; c) professional development opportunities; and d) the provision of student safety programs.