



10 Years

## An Historical Perspective

**1972**

Dr. Thomas C. Clark wrote a Model Demonstration proposal to the Bureau of Education for the Handicapped (Early Education Programs for Children with Disabilities (EPCD)) to develop a home-based early language stimulation program for deaf children. The outcome was the family-centered SKI\*HI Model for early home-based programming for infants, toddlers, and preschoolers with hearing impairment and their families. This project was the start of the SKI-HI Institute, which continues today. "SKI\*HI" is an acronym for the Institute's original mission: Sensory (K) Impaired Home Intervention.

**1975**

The SKI\*HI Model was funded as an Outreach program by the U.S. Department of Education Office of Special Education Programs. This initiated a nationwide effort to assist states in implementing SKI-HI. Many of the day and residential schools for deaf children had been providing a limited amount of home intervention to families near their campuses; however, there was no curriculum available that clearly gave direction. The SKI\*HI Curriculum was welcomed and enthusiastically adopted by numerous programs across the United States.

**1978**

Dr. Tom Clark, Dr. Sue Watkins, and the staff of the SKI-HI Institute worked tirelessly to gather the data necessary to evaluate the effectiveness of their model. The U.S. Department of Education's Joint Dissemination and Review Panel (JDRP) evaluation of the SKI\*HI Model documented the validity of the model for helping families who had young children with hearing loss. The National Diffusion Network (NDN) hosted workshops across the nation which highlighted the programs that had been approved by JDRP for dissemination.

**1981**

As more and more programs began using the SKI\*HI Curriculum, it became clear that while the curriculum was very helpful, some children faced challenges that were more extensive than could be addressed with it alone. A second proposal was submitted to address the needs of infants, toddlers and preschoolers with dual sensory impairments and multiple disabilities. Project INSITE (In Home Sensory Impaired Training and Education) was funded for development of the INSITE Curriculum. Subsequently, an Outreach grant was funded to spread the use of INSITE.

**Early  
to Mid  
1980's**

Special education in our nation began to take on a non-categorical delivery model for addressing special education needs. While this was very helpful for many children who had disabilities, the downside of this occurrence was that funds that were designated for development of materials and strategies to serve low incidence disabilities such as deafness, blindness, and deafblindness, began to be merged with all other funding plans. Block grants became the norm. Funds that the SKI-HI Institute and other agencies had relied upon to be able to develop "state-of-the-art" materials for infants, toddlers and preschoolers with sensory disabilities became harder to secure.

**Early to  
Mid  
1980's  
(Cont)**

By this time, most of the early intervention early childhood special education programs in our nation that served infants and young children with sensory loss were relying on the SKI-HI Institute for materials, training, and mission definition. The Institute had worked hard to organize the adoption sites into teams in various geographic regions. Regional workshops were held across the nation, with a significant portion of the preparation for the workshops being assisted by the SKI-HI Institute, working through key people affiliated with schools and programs that had adopted the SKI\*HI service delivery model.



**1986**

Congress acknowledged the need for services for families who had infants and toddlers with disabilities. Part H (which later became Part C of IDEA) of Public Law 99-457 gave states the option of signing on to provide services to all children with disabilities ages birth to 3 years. All 50 states came onboard. As this occurred, the non-categorical approach that had been growing prior to this time took on new energy. With federal dollars designated in a new direction, securing funds for categorical training, materials and technical support became even more difficult to achieve.

**Late  
1980's  
and  
Early  
1990's**

The SKI-HI Institute continued to develop programming to meet urgent needs, notably the Intervener Program for deafblindness, the VIISA Program for vision impairments, the AHEAD program for noncategorical special needs, and the Deaf Mentor Program for deafness.

**Seeds planted for AAHBEI.** While everyone who had been involved with serving young children with hearing loss, vision loss, deafblindness, and multiple disabilities prior to passage of Public Law 99-457 was thrilled to see that all young children with disabilities now had services available, a major concern existed. The concern was that persons with limited awareness of the enormity of the task of delivering appropriate services to children with sensory loss would fail to recognize the importance of the task. Further, the kinds of support needed by programs that had been delivering family-centered, home-based services to young children with sensory loss could not be sustained through the SKI-HI Institute, since outreach funding was becoming much more difficult to obtain.



**1992**

**The  
Birth of  
AAHBEI**

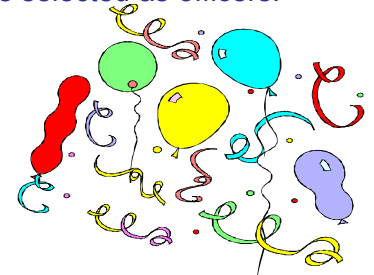
Aware of these concerns among the programs with which it worked, the SKI-HI Institute set up an Institute Advisory Board with national representation to discuss the establishment of a national organization. The initial purpose of this organization was to help the numerous SKI-HI Network agencies (adoption sites) work together and develop mechanisms for continued support. "The first step we will want to take is to articulate the vision we have for this entity. The SKI-HI Institute should end up being an equal member of the organization with no more power than any of the member agencies to make policies or decide direction. Therefore, beginning with this meeting, the vision, purpose, activities, and operations of this national network will be determined by you (Institute Advisory Board)."

The initial meeting was held January 31 – February 1, 1992, at Utah State University, Logan, UT. Participants were: Dr. Tom Clark, founder of the SKI-HI Institute, who was in the process of retiring; Dr. Don Barringer, incoming director of the SKI-HI Institute; Ms. Dorothy Johnson, a key staff member of the SKI-HI Institute who had coordinated much of the outreach and training provided to numerous adoption sites across the nation; Ms. Skip Reese, the coordinator of the original SKI-HI demonstration program at the Utah School for the Deaf; Ms. Karen Alley, a parent advisor and trainer from Texas; Ms. Fran Noteboom, a parent advisor and outreach program director from the South Dakota School for the Deaf; Dr. Debbie Lively, a parent advisor and trainer who directed an early intervention program in Saginaw, Michigan; and Dr. Don Thompson, founder and director of Tennessee Infant Parent Services, which began as an outreach program of Tennessee School for the Deaf and later became a non-categorical special school serving children under 3. Don Thompson chaired the meeting.

At the initial meeting, a tentative name was established: SPANN-HI (SKI\*HI Parent Advisor National Network for Home Intervention); with the following persons selected as officers:

1992

Past President: Karen Alley, TX  
 President: Don Thompson, TN  
 Vice President: Skip Reese, UT  
 Secretary: Debbie Lively, MI  
 Treasurer: Fran Noteboom, SD  
 SKI\*HI Member: Dorothy Johnson, UT  
 Executive Secretary: Don Barringer, UT



**Fall, 1992: AAHBEI Gets Its Name.** Some of the feedback we received indicated that many people thought that SPANN-HI was a Spanish translation of the SKI\*HI Curriculum! The officers decided that our new organization should move toward being more inclusive of all Part H/C providers. Soon thereafter, the name was officially changed to the **American Association for Home-Based Early Interventionists.**

1992

**Expansion of the Vision.** Rather than become an organization that limited itself to providing help to families and providers relative to sensory loss, we wanted to provide opportunities for all parents of young children with disabilities and all providers who work with infants, toddlers and young children with disabilities, in home and community. Many issues emerged during our discussions. Fears about losing the commitment to sensory issues were strong. At the same time, many members expressed excitement that if our organization could be proactive and inclusive, we could help others who were new to early intervention learn about sensory loss and also create a supportive network in which all disciplines could learn from each other in the exhilarating field of family-centered intervention.



During the past 10 years, AAHBEI has worked hard to provide services to members. Early on, we committed to avoid the Law of Complexity – everything was to be done in ways that were simple and useable to our members. The accomplishments that we have had include:

1992  
to  
2002

- Newsletter for all members that contains “to the point” suggestions and helps for parent advisors and families.
- Ongoing assistance with planning, funding, and providing speakers at regional workshops with the goal of having accessible, affordable workshops that any parent or provider could access.
- An international convention for early interventionists early childhood special educators, parents and related services providers.
- Feedback to members who raise “how to” questions.
- Affordable dues to access these services

Presidents -- Past and Present

Years Serving as President	Presidents	Title
1992 to 2002	1992-1995	Don Thompson
	1995-1997	Charlene Frick
	1997-1999	Debbie Lively
	1999-2002	Kathy Mankinen
	2002-2004	Teresa McMahan

Director, Tennessee Infant Parent Services School  
 Director, Georgia PINES (now retired)  
 Faculty, Saginaw Valley State University and Michigan State Early Intervention Trainer  
 Director of Parent Infant Program Florida  
 Regional Lead Teacher, Tennessee Parent Infant Parent Services School

## AAHBEI's Presidents



Don Thompson  
1992-1995  
(with granddaughter)



Charlene Frick  
1995-1997



Debbie Lively  
1997-1999



Kathy Mankinen  
1999-2002



Teresa McMahan  
1992-1995

Much could be said about the leadership that each of the officers and board members has contributed in these last ten years. When the organization was in its infancy, SKI-HI Institute invested time and resources in an effort to maintain and enhance the programs and services that it had worked so hard to establish. As the years have passed, the burden of self-sufficiency has necessarily shifted to AAHBEI itself. While accolades should go to all board members and officers who have served AAHBEI, we would be remiss without expressing significant thanks to Ms. Kathy Mankinen for her leadership these last three years. Ms. Mankinen came onboard as president at a time when SKI-HI Institute assistance was having to be curtailed. She took this as a challenge and led us through a time when we not only survived but also hosted our first international convention. Further, our governing board has been reshaped to include key representatives from other agencies that also are charged with meeting the needs of families who have children with disabilities. This sets the stage for stronger cooperation and collaboration amongst agencies and organizations.



## Our Second Decade...Look What's Coming Up!

As AAHBEI embarks on this new decade of service to our members, we are working hard to keep our outcomes simple, straightforward and helpful. Changes and improvements are on the horizon.

- \* We are in the process of establishing a regular e-mail information dissemination system. This will give us the chance to offer you, our members, much more immediate access to information, techniques, and strategies. After dissemination by e-mail, the information will be organized by related service category and be made available on our Web page, so you can access resources on a "just-in-time" basis.
- \* Soon, AAHBEI members will be completing a needs survey to insure that the issues that families and providers are now experiencing remain the focus of our endeavors.
- \* In addition to assisting with regional conferences, AAHBEI will be sponsoring and conducting single topic sessions on key issues at various locations across the country, allowing providers to secure Continuing Education Units and Medical Education Units that are germane to home and community-based early intervention.

While the first ten years have been fun and productive, the next decade will be even better. AAHBEI is committed to helping families and providers work together cooperatively and effectively in natural environments. Setting high standards and working together to bring great benefits to the infants, toddlers, and young children with disabilities who deserve our best effort. Nothing less is acceptable!