

Diversity, Equity and Inclusion in EHDI

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Agenda

- Introductions
- Group Exercise
- Definitions
- Why DEI is Important in EHDI
- Examples of DEI
- Resources
- Action Steps - What you can do in your state



<https://youtu.be/Wf9QBnPK6Yg>



Who Are We?

Our personal sense of identification determines how we see others. The first step in examining our biases is to know our own values and beliefs.

Exercise:

I am _____, but, I'm not _____.



Exercise continued:

I am	But	I'm not
Jewish		cheap
A woman		A bad driver
Lesbian		A man-hater



Terms and Concepts

Diversity—Socially it refers to the wide range of identities. It broadly includes race, ethnicity, gender, age national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives and values.

Equity – The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups.

Inclusion – The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.



Equality

Equity

Justice

Learning and growing from EQUALITY TO EQUITY

Put in little boy on boxes/ chain link fence at baseball game

SOCIAL IDENTITY	TARGET GROUP(S)	PRIVILEGED GROUP(S)	OPPRESSION
Race	Black, Indigenous, People of Color (BIPOC)	White People	Racism
Class	Working class, Poor	Middle, Wealthy	Classism
Gender Identity	Transgender, gender queer, gender non-conforming, women	Cisgender people (men)	Transphobia, sexism
Sexual Orientation	Lesbian Gay, Bisexual, Queer people	Heterosexual people	Heterosexism
Ability	People with disability	People without disabilities	Ableism
Age	People over 40	Younger people	Ageism
Education	People without college degrees	People with college degrees	Classism
Immigration Status	Immigrants, undocumented people	US citizens, documented immigrants	Nationalism, Xenophobia
Religion	Islam and Judaism	Christianity	Anti-Semitism and Islamophobia

* Target Group(s): Social identity group(s) within the U.S. that have historically had limited or no control of institutions, including (at times) personal choices.
 * Privileged/Dominate Group(s): Social identity group(s) within the U.S. that have historically had control of major institutions that shape society
 * Adapted from Morten Group, Target, and Privileged Group Chart

Why do we need to know about DEI?

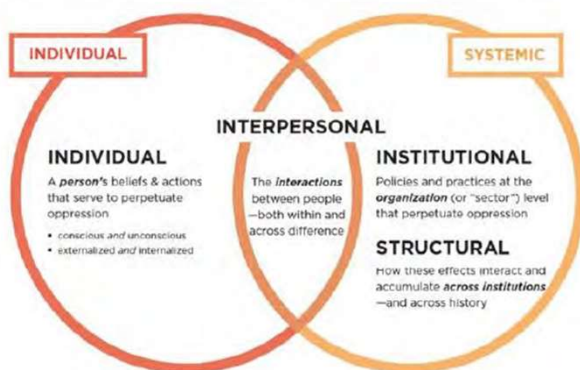


Image Source: National Equity Project



Our individual beliefs and values impact larger systems in which we interact.

Why is DEI important in EHDI?

- HRSA Grant
- CDC Grant
- Dignity to those we serve
- Equity in opportunities



Webinar:
Equality Through Direct Referrals to
Parent to Parent Support

- <https://www.infanthearing.org/webinars/2022/equality-through-direct-referrals-to-parent-to-parent-support.html>
- October 13, 2022



EARLIER SUPPORT

Enrolled in
Parent-to-
Parent Support
No Later than
6 Months of
Age

Before Direct Referrals

12%

Enrolled in GBYS no later than
6 months of age



After Direct Referrals

80%

Enrolled in GBYS no later than
6 months of age

These percentages reflect infants who were enrolled in GBYS.



What We Experienced Through Continuous Quality Improvement Testing


- Referral and enrollment dates are sooner
- There is an expansion of geographic impact
- There is a greater reach to more diverse families
- Able to improve diagnosis equality
- Proving earlier support and connections for families



HOW can
EHDI systems
incorporate DEI?



What can you do to address DEI	Literacy	Enhancing your materials, website and publications
	Representation	Ensuring that you provide examples of representation
	Conversations	Encouraging dialogue with EHDI stakeholders and partners



WHAT you communicate is important

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16

Your Baby's Hearing Results

Congratulations on the birth of your baby! The facility where your baby was born conducted a newborn hearing screening.

Your baby **passed** the hearing screening.

Since language development begins at birth, it is recommended that:

- Your baby is screened.
- If your baby failed more than one screening, **IMMEDIATELY** schedule a diagnostic hearing evaluation with a pediatric audiologist.
- Visit EHDVA.org to find a pediatric audiologist or contact Virginia Early Hearing Detection & Intervention at VA, EHD@ehd.virginia.gov.

It is recommended that you **monitor milestones** in your baby's hearing and speech development.

<p>Milestones to Monitor</p> <p>Birth to 3 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Quirks or smiles when spoken to. Makes sounds like "coo" or "aah". 	<p>3 to 6 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Recognizes parent's voice. Starts many sounds, squeals and chuckles.
<p>6 to 9 Months Old</p> <ul style="list-style-type: none"> Turns head toward sounds. Understands "no" or "bye-bye". Makes babbling sounds ("babba," "mama," "gaga"). Reacts to louder tones and objects when called. 	<p>9 to 12 Months Old</p> <ul style="list-style-type: none"> Repeats simple words and sounds. Understands "no" or "bye-bye". Responds to singing or music. Points to favorite toys and objects when asked.

Virginia Early Hearing Detection & Intervention Program
 VA, EHD@ehd.virginia.gov

VDH.Virginia.gov/hearing

Your Baby's Hearing Results

Congratulations on the birth of your baby! The facility where your baby was born conducted a newborn hearing screening.

Your baby **failed with risk** of developing late onset hearing loss. Since language development begins at birth, it is recommended that:

- Your baby is screened by **one month of age**. If your baby failed more than one screening, **IMMEDIATELY** schedule a diagnostic hearing evaluation with a pediatric audiologist.
- Visit EHDVA.org to find a pediatric audiologist or contact Virginia Early Hearing Detection & Intervention at VA, EHD@ehd.virginia.gov.
- Recommendation for late onset hearing loss: Schedule a diagnostic hearing evaluation with a pediatric audiologist **between ages 12 to 24 months**.

It is recommended that you **monitor milestones** in your baby's hearing and speech development.

<p>Milestones to Monitor</p> <p>Birth to 3 months old:</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Quirks or smiles when spoken to. Makes sounds like "coo" or "aah". 	<p>3 to 6 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Recognizes parent's voice. Starts many sounds, squeals and chuckles.
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Your Baby's Hearing Results

Congratulations on the birth of your baby! The facility where your baby was born conducted a newborn hearing screening.

Even though your baby passed the hearing screening, they are **AT RISK for developing late onset hearing loss**.

Risk indicators:

- Schedule a diagnostic hearing evaluation with a pediatric audiologist **between 12 to 24 months of age**.
- Language development begins at birth, it is recommended that you **monitor milestones** in your baby's hearing and speech development throughout the first year. If you have concerns please contact your primary care provider to discuss getting tested sooner.

Milestones to Monitor

<p>Birth to 3 months old:</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Quirks or smiles when spoken to. Makes sounds like "coo" or "aah". 	<p>3 to 6 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Recognizes parent's voice. Starts many sounds, squeals and chuckles.
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 VA, EHD@ehd.virginia.gov

VDH.Virginia.gov/hearing

Your Baby's Hearing Results

Congratulations on the birth of your baby! The facility where your baby was born conducted a newborn hearing screening at birth. You have the chance to help your baby get off to a sound start. As language development begins at birth, it is recommended that:

- Your baby is screened by a pediatric audiologist or hearing screener by **one month of age**.
- Visit EHDVA.org to find a pediatric audiologist or contact Virginia Early Hearing Detection & Intervention at VA, EHD@ehd.virginia.gov.

It is recommended that you **monitor milestones** in your baby's hearing and speech development in the first year of their life.

Milestones to Monitor

<p>Birth to 3 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Quirks or smiles when spoken to. Makes sounds like "coo" or "aah". 	<p>3 to 6 Months Old</p> <ul style="list-style-type: none"> Startles or jumps when there is a sudden, loud sound. Recognizes parent's voice. Starts many sounds, squeals and chuckles.
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Representation Matters

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Preparing for the Birth of Your Baby

Information for Expecting Parents from the Virginia Department of Health Newborn Screening Programs

BEFORE THE BIG DAY
In just a few weeks, your baby will enter the world. There is a lot you can do now to plan for their arrival.

Check out this video


[LEARN MORE](#)



NEWBORN SCREENING
After your baby is born, your baby will have some routine screening that is recommended by the CDC or your pediatrician.

Check out this video


[LEARN MORE](#)



HERE TO HELP
Virginia has programs dedicated to helping young parents and parents-to-be.

Check out this video


[LEARN MORE](#)



NEWBORN TESTS & PROCEDURES
Shortly after your baby's birth, hospital staff will complete a few routine tests and procedures with your baby.

Check out this video

[LEARN MORE](#)



Preparing for the Birth of Your Baby


Information for Expecting Parents




Before the Big Day

Newborn Screening

Newborn Tests & Procedures

Here to Help




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A Shared Plan of Care for working with a professional:

Primary Care Provider (PCP): A licensed professional who provides general medicine, including pediatrics. PCPs are the first step for medical care. PCPs can be a medical doctor, nurse practitioner, or a physician assistant.	Primary Care Provider should: <input type="checkbox"/> Discuss your child's hearing loss and next steps <input type="checkbox"/> Discuss referrals your child may need: • Otolaryngologist (EENT) • Ophthalmologist (eye doctor) • Audiologist (hearing doctor) • Neurologist (Nerve, Brain doctor) • Pediatric disease doctor • Geneticist
Audiologist: A professional trained to diagnose, manage and treat hearing or balance problems.	Audiologist should: <input type="checkbox"/> Refer your child to a Speech/Auditory Brainstem Response (ABR) test if needed to determine true hearing severity. <input type="checkbox"/> Explain the child's hearing loss. <input type="checkbox"/> Discuss communication options.
Ear, Nose and Throat (Otolaryngologist): a medical specialist who is located on the ears, nose, and throat. These specialists are trained in both medicine and surgery. Also known as an ENT.	Ear, Nose and Throat Specialist should: <input type="checkbox"/> Examine your child's ear. <input type="checkbox"/> Discuss hearing loss and treatment options. <input type="checkbox"/> Provide medical clearance for hearing aids, if needed. <input type="checkbox"/> Refer to further tests - if needed.
Early Intervention (EI): A program that provides services and support to families to help children develop skills and reach their highest potential.	Early Intervention (EI) should: <input type="checkbox"/> Explain the importance of early intervention services. <input type="checkbox"/> Assign a service coordinator to work with your child. <input type="checkbox"/> Coordinate a visit to complete the initial assessment. <input type="checkbox"/> Develop an Individualized Family Service Plan (IFSP) - often to identify individualized supports and services that will enhance your child's development. <input type="checkbox"/> Discuss communication options for children diagnosed with hearing loss. <input type="checkbox"/> Discuss what to expect at your medical appointments related to hearing loss.
Family to Family Support: A program that provides experienced caring for a child with hearing loss. They provide support and help identify additional resources.	Family to Family may: <input type="checkbox"/> Increase your understanding your child's hearing loss. <input type="checkbox"/> Share additional tips for managing your child's hearing loss. <input type="checkbox"/> Discuss available resources for your child. <input type="checkbox"/> Discuss importance of early intervention services. <input type="checkbox"/> Discuss communication options.

For more information, visit VDH.vir.gov/hearing




A group of parents and professionals worked together to design the Shared Plan of Care for your child who has been diagnosed with hearing loss. This plan should serve as a guide following diagnosis. The purpose is to provide the next steps in your child's hearing health care. The great news is that there are plenty of professionals and parents ready to support you.

Tips to get you started after a hearing loss diagnosis:


- It can be difficult to remember questions during your child's appointment. It may be beneficial to write your questions beforehand.
- Early intervention is key to your child developing communication, language and literacy skills. Contact your local early intervention provider to understand more about the services they provide.
- Research communication options for your child. Choose an option that works best for your family.
- Discuss with your child's primary care provider (PCP) recommendations and referrals based on your child's hearing loss.
- Get connected with family organizations for support.
- Check with your insurance company about coverage relating to hearing loss.
- If you need assistance with resources or information, contact the Virginia Early Hearing Detection and Intervention program.

Choose a Communication Plan


You should receive unbiased information on communication options.



Visual Language
American Sign Language



Combination
• Total Communication (Both American Sign Language and Listening and Spoken Language)
• Cued Speech




Spoken Language
Listening and Spoken Language


Shared Plan of Care for Children with Hearing Loss

This document establishes your child's appointment with their PCP and other specialists as needed. Use the guide below to help track all of your child's recommended appointment dates after diagnosis.

Repeating Appointments




Recommended Appointments



For More Information: The Virginia Early Hearing Detection and Intervention (VEHDI) 800.665.1776 | www.vdh.vir.gov/hearing


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Critical Conversations

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21


Virginia EMDI Statewide Learning Community Meeting

This meeting is to create a space where parents and professionals contribute and benefit through the open and balanced sharing of questions, solutions, ideas, experiences and knowledge.

AGENDA 3:30PM – 5:00PM

Welcome and introductions	Valerie Abbott
History and Purpose of Virginia's EMDI Learning Community	Daphne Miller
Regional Resources and Updates	Valerie Abbott
VA EMDI Data Driven Decision Making	Parker Brodsky and Deepali Sanghani
<ul style="list-style-type: none">- CDC Hearing Survey- Diversity Equity and Inclusion in Virginia EMDI- Expansion of Hearing Screening up to 36 months	
Wrap-up Next Steps	Valerie Abbott

Review of agenda





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Diversity, Equity & Inclusion

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- DEI Training series
- Kira's Story



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DEI Discussion Questions


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Should the strategies for communicating results or next steps to families of different demographic backgrounds vary? What are the impacts of changing, or not changing, your approach?

Do cultural norms or differences impact follow up for families? How do you address these differences and encourage families to receive recommended services?

02:00

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Hosted DEI
Lunch & Learn

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25



**EHDI Diversity, Equity and Inclusion
Lunch & Learn Series**

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- **Intersectionality** Intersectionality recognizes each person’s multiplicity of identities and the links within and across identities. Through a deeper understanding of intersectionality, individuals can better understand bias and more effectively build pathways to inclusion. This workshop will help participants explore the concept of intersectionality and apply this framework both to their professional work. *VCIC Facilitator: Jacquie Johnson*
- **Fostering LGBTQ+ Inclusion** While society has made progress in the inclusion of LGBTQ+ identities in recent years, there are still overt and subtle ways that individuals who identify as LGBTQ+ may feel excluded or marginalized. These experiences can relate to policies and practices as well as interpersonal exchanges, professionally and personally. This workshop will introduce strategies involving factors such as policies and training individuals can implement to foster climates that are inclusive. *VCIC Facilitator: Emma Yackso*
- **Microaggressions** Microaggressions have been defined as “brief and commonplace daily verbal, behavioral, or environmental indignities.” While they may not result in formal complaints or lawsuits, they do have consequences when it comes to morale, engagement, and retention. This session will explore the concepts of microaggressions and macroaggressions will help participants identify effective strategies to prevent and interrupt these indignities when they arise in the workplace. *VCIC Facilitator: Chris Burton*

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EHDI Diversity, Equity and Inclusion Lunch & Learn Series



- **Building Facilitation Skills for Dialogue** This interactive training will share some of the frameworks and principles that inform effective program facilitation. Participants will consider the role of the facilitator and how to sequence questions and activities to support engagement. They will also reflect on group dynamics and the impact of identity. Through this program, participants will clearly understand how a facilitator's role evolves as a group develops and they will proactively identify responses to common challenges. *VCIC Facilitator: Paula Bazemore*
- **Creating Upstander/Active Bystander Cultures** Have you ever witnessed an uncomfortable encounter in a professional context and wished you knew how to intervene? As demographics in the workplace become more diverse, organizations are increasingly grappling with this question. In this workshop, participants will explore the concept and best practices of an active bystander culture that prevents and effectively addresses bias in the workplace. Attendees will leave with increased knowledge about bystander intervention strategies and tangible skills to speak up and speak out. *VCIC Facilitator: Jacquie Johnson*

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EHDI Diversity, Equity and Inclusion Lunch & Learn Series



- **Creating a Sense of Belonging** (Belonging is a key component of diversity, equity, and inclusion initiatives. Having a sense of belonging helps individuals feel socially connected and makes each person better able to reach their full potential. In this session, participants will engage in reflective and interactive exercises that will help them to understand characteristics for creating a sense of belonging. Participants will also explore tangible strategies to build belonging, including policies, programs, and practices. *VCIC Facilitator: Jacquie Johnson*)

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Diversity Equity and Inclusion Cohorts

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29



Your Role in Workplace DEI Training

- . Foundations of Diversity and Inclusion/ Unconscious Bias 101
- . Unconscious Bias 202
- . Cycle of Prejudice
- . Microaggressions
- . Exploring Race and Racial Equity
- . Exploring Socioeconomic Status

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Ways
to be
more inclusive



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**Diversify
your EHDI
team**

- Interns
- Contractors
- Committee members



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DEI Personal Actions Steps (My Thinking)

- Recognize that based on intersectional identities, people have different experiences with power, privilege, and oppression.
- Recognize, analyze, and disrupt your own implicit and explicit bias.
- Own your responsibility and work.
- Be accountable and courageous.



DEI Interpersonal Action Steps (My Actions)

- Acknowledge that courageous conversation is the beginning point of interrupting forms of oppressions.
- Engage in conversation and interaction with an emphasis on how the understanding relates to your intentions and impact.
- Recognize and confront Detour Spotting behavior.



DEI Interpersonal Action Steps (My Actions)

- Recognize and eliminate the use of micro-aggressions as tools of bias, bigotry, and oppression.
- Understand that critique is not persecution.
- Understand that accountability is not cancelation.
- Engage in intentional actions aimed at dismantling oppressive systems.

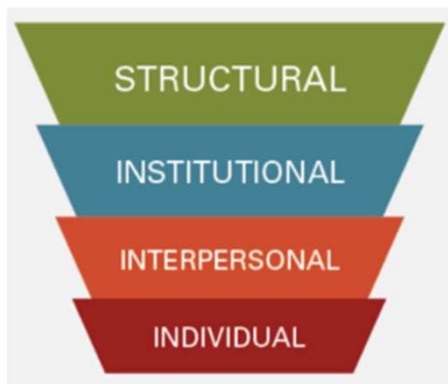


Recommendations and Action Steps for your State's EHDl Journey to Equity

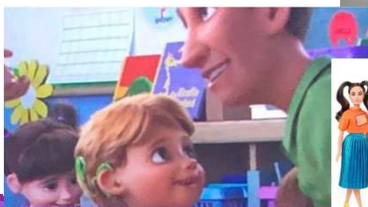
- Information sharing
- Defining terminology
- Ongoing discussions – it is not one and done
- Ongoing QI
- Flexibility

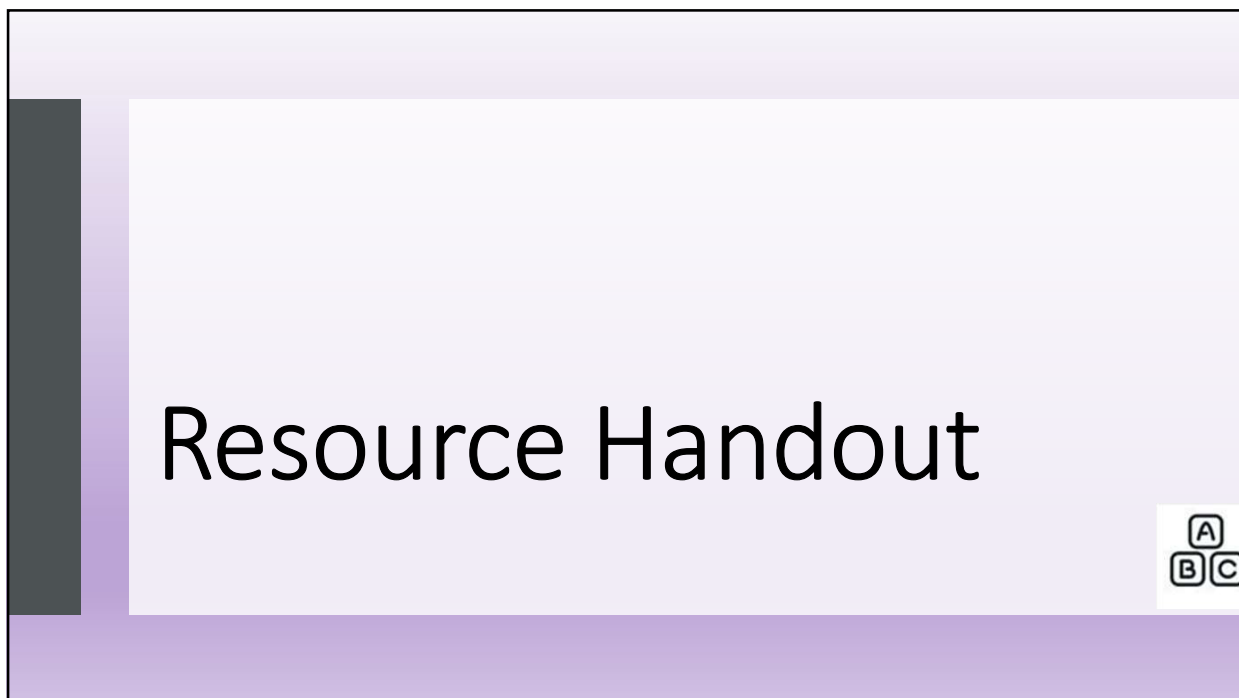


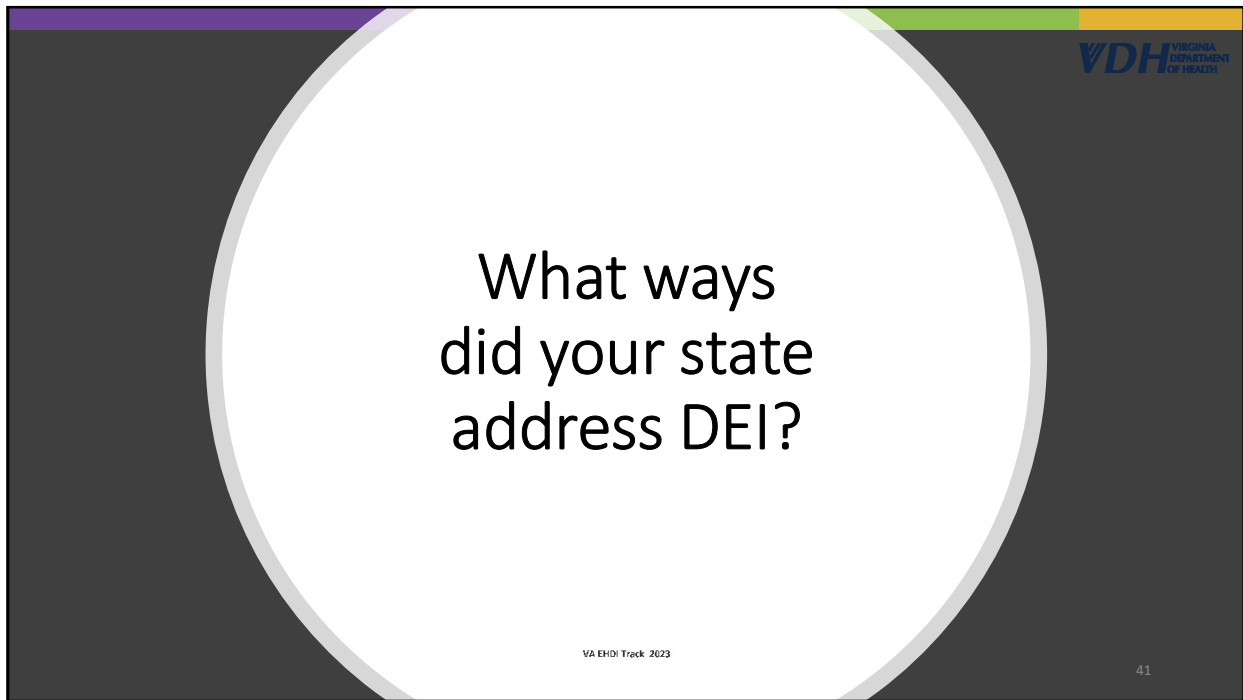
Multi-Level Cultural Competence



DIVERSITY IN TELEVISION AND THE MEDIA







What ways did your state address DEI?

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41

Sharing Time

– Please give examples of your DEI experiences:

- Engaging your FBO – creating a photo novella
- Learning Community in Kentucky with Spanish Speaking Communities