

MARCH 19, 2024

# Inclusive Family Support

Sara Robinson, M.A., CCC-SLP  
Stephanie Olson, B.A.  
Lynne Canales, M.A.



---

---

---

---

---


---

---

---

## Disclosures

- Sara Robinson
  - Financial: Employee at Children's Hospital Colorado
  - Non-Financial: Colorado EHDI Alliance Member
- Lynne Canales
  - Financial: Employee at Children's Hospital Colorado
- Stephanie Olson
  - Financial: Employee at Children's Hospital Colorado



---

---

---

---

---


---

---

---

## Outline

- 1 Introduction to family support programs
- 2 Why provide family support?
- 3 Diverse support for families
- 4 Providing support for staff
- 5 Program opportunities for birth-3 years



---

---

---

---

---

---


---

---

1 **Sara Robinson:** Speech-Language Pathologist/Family Consultant, Hard-of-Hearing

2 **Lynne Canales:** Teacher of the Deaf

3 **Stephanie Olson:** Family Consultant, Deaf/Hard-of-Hearing




---

---

---

---

---

---

---

---

**Audiology, Speech and Learning Family Support Services**

Communication options  
Hearing technology  
School/classroom accommodations  
Resources and community connections

**"Climbing to greater heights"**

**Family Support Services**

- Grant funded so families do not have to pay for any associated programs/services
  - Bill Daniel's Fund
  - Deborah Hayes Grant
  - Colorado Hearing Foundation
- Team can meet with families via telehealth, in person, or join an audiology/speech therapy appointment
- A variety of programs are offered: baby group, toddler group, Journey Through Adolescence, Dori's Discovery Days camp

---

---

---

---

---

---

---

---

**Why provide family support?**

Luterman & Kurtzer-White (1999) identified 2 primary needs of families after identification of a hearing difference:

- Connections to families and children who are deaf or hard of hearing
- Unbiased information from professionals regarding communication modality or educational method

Reynolds, et.al. (2023): "Parents reported that at the time of their child's diagnosis they would have benefitted from being connected with an individual with hearing loss."

---

---

---

---

---

---

---

---

### DHH Adult Involvement

"Families benefit from meaningful and ongoing opportunities to engage with a variety of professionals and adults who are DHH with different experiences and backgrounds." (Pitman, et. al., 2016)

Uniquely qualified to

- Provide families with a positive and realistic perspective
- Day to day experiences with a hearing difference
- Safe place to ask questions
- Model effective communication
- Connect with the social-emotional experiences
- Fostering identity formation




---

---

---

---

---

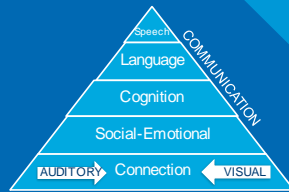
---

---

---

### Communication Priority Pyramid

- Foster each child's ability to connect to others and the world around them
- Identify the unique strengths and needs of each child



Boys' Town National Research Hospital 2014




---

---

---

---

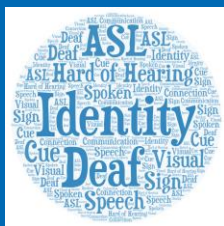
---

---

---

---

### Supporting Identity




---

---

---

---

---

---

---

---

### What do successfully supported families look like?

- Every family benefits from family support
- Supported families have the resources to make good decisions, take ownership of decisions and outcomes, and understand WHY...
- Parent involvement leads to advocacy, which leads to self-advocacy for the child.
- "When conflicts exist between recommendations endorsed by Family Centered Early Intervention-DHH (FCEI-DHH) and cultural expectations, it is important that families' values and beliefs be respected and honored." (Szarkowski, et. al., 2024)




---

---

---

---

---

---

---

---

### Diverse Support for Families

- **Audiology: More than hearing technology**
  - Inpatient, NICU, oncology ENT clinics at four locations
  - Misrotta clinic Family Zoo Day
  - DHH and pediatric/mental health
  - Ongoing workshops within the department
- **Children's Hospital Colorado Captains of Inclusion Program**
  - Hospital wide inclusion and awareness of communication access
    - *March 2024 the 8th cohort will begin. Since 2019, 150+ Captains have graduated.*
  - Diversity within and beyond deaf/hard of hearing
  - Crip Camp: beginning of disability rights and the law
  - Refugee families today
- Diversity regarding "families and how they are defined, child and family characteristics that influence outcomes, and culturally specific perceptions of what it means to be D/HH." (Moeller, et. al, 2024)




---

---

---

---

---

---

---

---

### Inclusive Support

- **Variety of caregivers**
  - Mothers, fathers, grandparents, step-parents, foster families, aunts, uncles, childcare providers, etc.
    - "How family is defined in any context guides who needs to be invited to participate" (Moeller, et. al. 2024)
- **Variety of cultures/backgrounds**
- **Variety of communication choices**
  - Spoken English, ASL, total communication, Spanish, other spoken languages, AAC
- **Variety of needs**
  - Hearing levels
  - Hearing technology
  - Additional diagnoses
- Provide "flexible, wholistic and respectful support that recognizes families' diversities, strengths, and existing abilities." (Dunst & Espe-Sherwind, 2016)




---

---

---

---

---

---

---

---

### Providing Support for Staff

The challenges:

- Professionals may feel that families are vulnerable
- The quest for the right time/scheduling

The impact:

- Multiple perspectives
- Open and flexible to new and unique ideas
- Resources and connections
- 20 years and counting

*"The information and resources they are able to provide is truly life changing for families as they navigate their child's journey (and us clinicians)."*




---

---

---

---

---

---

---

---

---

---

### From the Providers:

*"Having the family support team available to meet with families has truly changed the quality of care we clinicians can provide our patients and families."*

*"It's a joy to see children's (even infants) faces light up in recognition of seeing an adult using a technology or sign!"*

*"I have never left an appointment without learning something myself, which I can share in the future or improve the care that I provide."*

*"The family support team is a crucial part of our larger audiology team!"*

*"They can navigate challenging topics with ease and always make our families feel comfortable asking difficult questions."*

*"I am so grateful to have the unique and helpful family support team as a resource for our patients, and selfishly a support for myself."*




---

---

---

---

---

---

---

---

---

---

### Topics during family meetings



- New identification
- Amplification options
- Communication options
- Home Intervention
- IFSP/IEP/504
- Transitions
- Outreach with childcare providers
- Meeting with extended family members
- Community resources
- Listening fatigue




---

---

---

---

---

---

---

---

---

---

# Program Opportunities

## Birth – 3 Years




---

---

---

---

---

---

---

---

### Baby Group

- 6-week group program for families and children ages 18 months and younger to support development of auditory, speech and language skills
- Designed to provide families with education about routines-based strategies to promote language and communication, education about auditory, visual and communication development, and a group support network.
- Supports both spoken and sign development
- Offered 4 times per year (4 completed groups so far)




---

---

---

---

---

---

---

---

### Baby Group

- Total number of families supported so far: 15
- Post-group surveys indicate high satisfaction with the group
- Sample comments for "What did you like best about baby group?"

<i>"Learning some intentional play strategies to encourage language development."</i>	<i>"My baby was able to interact with other babies her age with hearing differences and meet new families."</i>	<i>"I liked making connections with other families and allowing my child to play with other children."</i>	<i>"Learning how to communicate and play with my hard of hearing baby. Seeing other babies like her and meeting parents sharing experiences."</i>
<i>"Connecting with other parents who have kids with hearing loss and have been through what we're going through."</i>	<i>"I liked that we were able to meet other kids with hearing loss and meet parents who understand what I am going through."</i>	<i>"Lots of development skills and tasks to perform with our baby. These are a great help when we weren't sure what to do or expect."</i>	<i>"Great ideas on implementing new practices to use while teaching my baby."</i>

---

---

---

---

---

---

---

---

### Toddler Group

- Continuous group program for families and children ages 18 months to 3 years (or when they enroll in preschool) offered at 3 metro locations
- Support development of auditory, speech/language skills, communication and social skills
- Designed to provide families and children with preacademic skills. We target developmentally appropriate language/communication strategies, auditory development, pre-academic skills, social skills and parent support.
- Structured parent education time to address a variety of topics
- Support both spoken and sign development
- Support families with the transition to preschool services




---

---

---

---

---

---

---

---

### Local Community Connections/Referrals

- Hands & Voices for parent connections
- CSDB/RMDS for ASL support
- EHDI Alliance
- Colorado Home Intervention Program (CHIP)
- Shared Reading Program (CSDB)




---

---

---

---

---

---

---

---



<https://www.handsandvoices.org/resources/fostering-joy.htm>




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

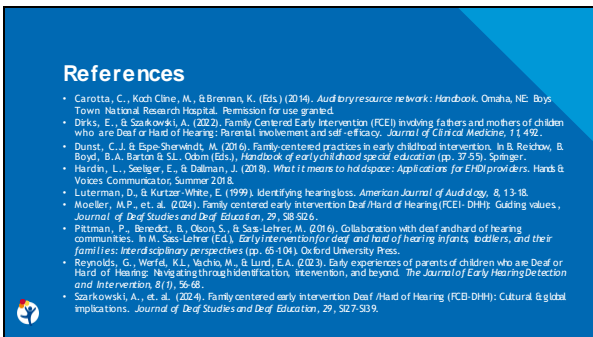
---

---

---

---

---



### References

- Carotta, C., Kish-Gins, M., & Brannan, K. (Eds.) (2014). *Auditory resource network: Handbook*. Omaha, NE: Boys Town National Research Hospital. Permission for use granted.
- Dfks, E., & Szalkowski, A. (2022). Family Centered Early Intervention (FCEI) involving fathers and mothers of children who are Deaf or Hard of Hearing: Parental involvement and self-efficacy. *Journal of Clinical Medicine*, 11, 492.
- Dunst, C.J., & Ego-Shenavand, M. (2016). Family-centered practices in early childhood intervention. In B. Reizow, B. Boyd, B.A. Barton & S.J. Odom (Eds.), *Handbook of early childhood special education* (pp. 39-53). Springer.
- Hardin, L., Seeliger, E., & Dallman, J. (2018). *What It Means to Hold Space: Applications for EHD providers*. Hands & Voices Communicator, Summer 2018.
- Lusterman, D., & Katzee-White, E. (1999). Identifying hearing loss. *American Journal of Audiology*, 8, 13-18.
- Moeller, M.P., et. al. (2024). Family centered early intervention Deaf/Hard of Hearing (FCEI-DHH): Guiding values. *Journal of Deaf Studies and Deaf Education*, 29, 58-926.
- Pittman, P., Benedict, B., Olson, S., & Sas-Lehrer, M. (2016). Collaboration with deaf and hard of hearing communities. In M. Sas-Lehrer (Ed.), *Early intervention for deaf and hard of hearing infants, toddlers, and their families: Interdisciplinary perspectives* (pp. 65-104). Oxford University Press.
- Reynolds, G., Werfel, K.L., Vachio, M., & Lund, E.A. (2023). Early experiences of parents of children who are Deaf or Hard of Hearing: Navigating through identification, intervention, and beyond. *The Journal of Early Hearing Detection and Intervention*, 8(1), 56-68.
- Szalkowski, A., et. al. (2024). Family centered early intervention Deaf/Hard of Hearing (FCEI-DHH): Cultural & global implications. *Journal of Deaf Studies and Deaf Education*, 29, 927-939.

---

---

---

---

---

---

---

---





---

---

---

---

---

---

---

---