



Deaf and Hard of Hearing Training Modules for Family Resources Coordinators and Early Support Providers



Washington State Department of Health
**Early Hearing Detection, Diagnosis, and
Intervention (EHDDI) Program**

Presenters



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Financial Disclosures

- No financial disclosures

Learning Objectives

- Understand the process used to create the online training modules.
- Identify learning objectives that were developed for the training modules.
- Learn about challenges that occurred during the project and how they were addressed.

Background

- Washington has an EHDDI Advisory Group that consists of 18 members:
 - Healthcare professionals
 - Parents or caregivers of children who are deaf or hard of hearing
 - Deaf adults
 - Early support providers
 - Individuals from other agencies and programs involved in the EHDI system.
- Over the past few years, the advisory group has focused on improving early support services in Washington State.



Background

- In Washington, Part C services fall under The Washington State Department of Children, Youth & Families (DCYF), Early Support for Infants and Toddlers (ESIT) program.
 - ESIT coordinates a statewide system of early support services.
 - Washington is a local control state.
 - Every county runs differently for early support services.
- When a child is referred for early support services, Family Resources Coordinators (FRCs) are the first local point of contact for the family.
 - FRCs are service coordinators
 - Unfortunately, FRCs do not always receive training specific to working with children who are deaf or hard of hearing and their families.

Background

- During our August 2021 EHDDI Advisory Group meeting we assessed early support services in Washington State.
- We used the [JCIH Principles and Guidelines for Early Intervention](#)(2007) to determine what aspect of the early support system we should focus on.
 - Goals of this document are to assist:
 - EHDI programs in enhancing early support programs.
 - In developing systems that are capable of continuous evaluation and improving quality of care.
 - In promoting quality assurance in early support programs.

Background

- Our EHDDI Advisory Group, took the 12 goals from the [JCIH Principles and Guidelines for Early Intervention](#) (2007) put them into 8 focus areas.
 - Data Management Systems (Goal 1)
 - Knowledgeable Service Coordinators (Goal 2)
 - Qualified Early Intervention Providers (Goal 3, 4, 5)
 - Progress Monitoring (Goal 6)
 - At-Risk Services (Goal 7)
 - Family Engagement (Goal 8, 9)
 - D/HH Engagement and Involvement (Goal 10, 11)
 - Fidelity of Intervention Implementation (Goal 12)

Background

- EHDDI Advisory group members ranked the focus areas from high importance to low importance, keeping in mind the feasibility of improving the focus area.
- The area of focus that was high importance and feasible was: **Knowledgeable Service Coordinators**
- At our November 2021 EHDDI Advisory Group meeting, we used the [Early Hearing Detection and Intervention System Self-Assessment](#) created by Minnesota.
- Focused on Goal 2: **All children who are DHH and their families experience timely access to service coordinators who have specialized knowledge and skills related to working with individuals who are DHH.** (Knowledgeable Service Coordinators)

Goal 2: All Children Who Are D/HH and Their Families Experience Timely Access to Service Coordinators Who Have Specialized Knowledge and Skills Related to Working With Individuals Who Are D/HH

Rationale*:

The service coordinator is the person responsible for overseeing the implementation of the IFSP and coordinating with agencies and service providers. This person is generally the first point of contact for families. The service coordinator assists families in gaining access to services; facilitates the child and family in receiving information about their rights, procedural safeguards, and services available within their state; coordinates assessments; facilitates and participates in the development of the IFSP; and coordinates and monitors the delivery of services.

Optimally, the first contact with the family should occur within days of the audiologic confirmation, and the goal should be no later than a week after confirmatory testing. The individual with first contact needs specialized knowledge and experience that include infancy/early childhood, educational strategies for infants/toddlers who are D/HH and their families, parent counseling (especially adjustment counseling specific to families with children who are D/HH), development of signed and spoken language, and auditory, speech, cognitive, and social-emotional development.

Individuals who make first contact must be able to answer parents' questions about deafness and hearing loss and provide support in understanding technical concepts including the following: screening technologies; audiologic diagnostic evaluations; amplification choices; communication choices; communication development from infancy through early childhood, including language, auditory, speech, signing, and social-emotional domains; resources relevant to working with infants/toddlers who are D/HH; medical details such as likelihood of progression of or improvement in hearing levels; and auditory/visual technology (eg, frequency modulation systems or "FM" systems, light systems, doorbells, or captions).

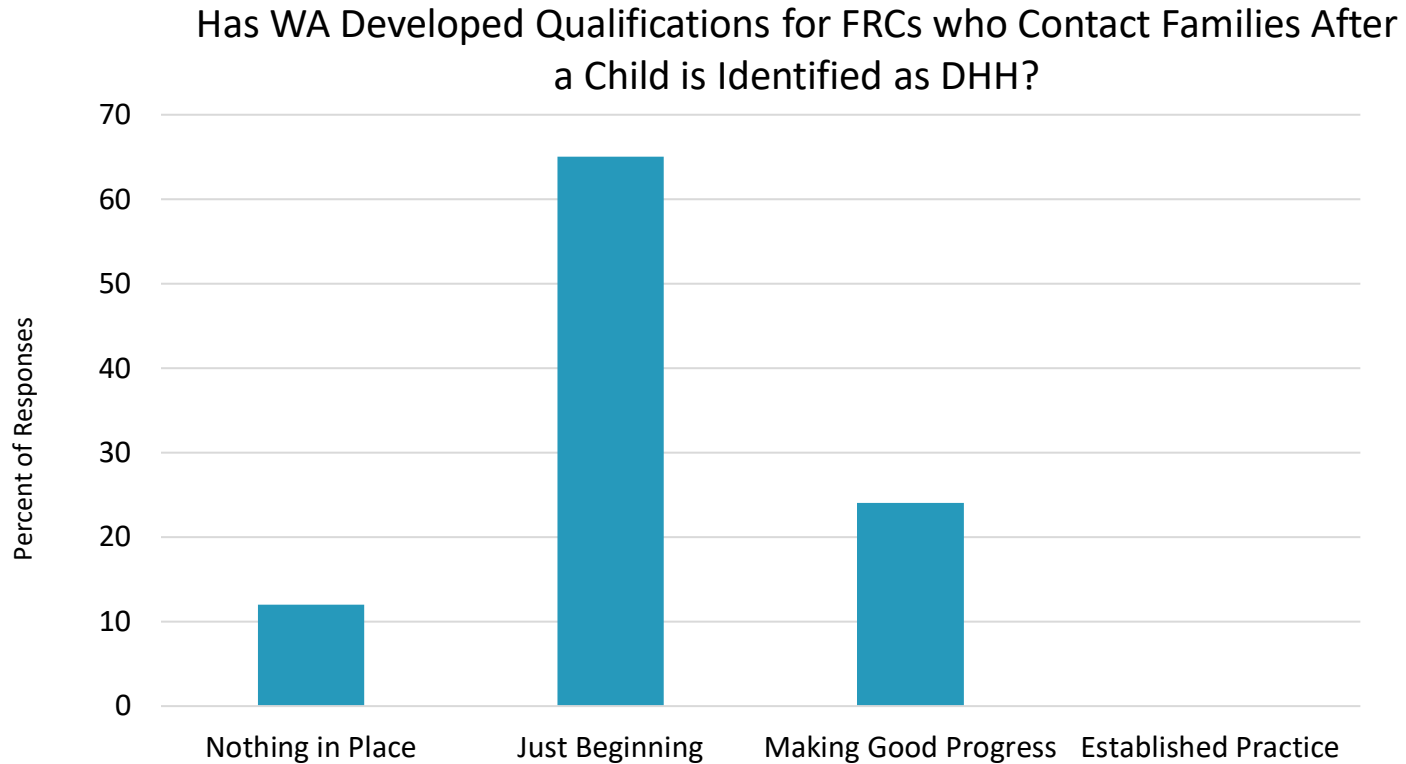
When parents/caregivers/families receive support from professionals who are knowledgeable about infants/children who are D/HH and their families, emotional bonding between parents and infants may be facilitated. Parental stress similar to that in hearing parents is possible and parental acceptance is more likely (Pipp-Siegel, Sedey, & Yoshinaga-Itano, 2001).²²⁻²⁶ Service coordinators in the Colorado EI program were specialists in EI services for families who have children who are D/HH. Studies examining outcomes of the Colorado EI program were descriptive studies and could not examine whether a causal relationship exists between provider expertise and these social-emotional characteristics. However, the studies did reveal that a program with specialized service coordinators and EI service providers is related to positive family and child social-emotional outcomes. In addition, there is evidence in the literature that some parents experience negative emotions when service coordination is provided by individuals without the core knowledge and skills for working with children who are D/HH.²⁷

		Nothing in Place 1	Just Beginning 2	Making Good Progress 3	Established Practice 4	Priority ?
2.1	Develop or adapt qualifications for service coordinators who contact families after confirmation that their child is D/HH.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Identify the core knowledge and skills for service coordinators on the basis of evidence-based practices and the recommendations of professional organizations and national policy initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Identify the number and percentage of families who had timely access to a service coordinator with skills and expertise related to children who are D/HH and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 2 - Rationale

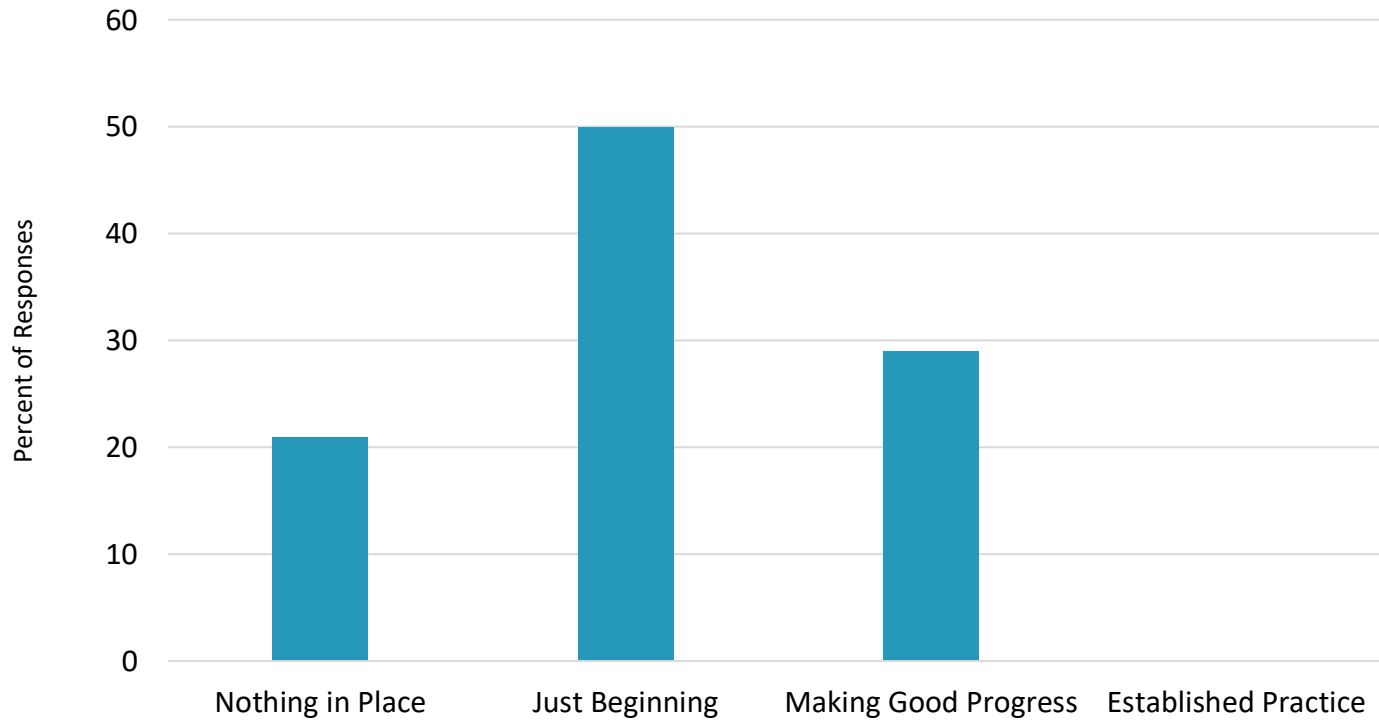
- The service coordinator is the person responsible for implementing the IFSP and coordinating with agencies and service providers.
 - First point of contact with the family.
- These individuals need specialized knowledge and experience regarding deaf and hard of hearing services and resources.
- They must be able to answer families' questions:
 - Hearing screenings and diagnostic evaluations
 - Hearing and visual technology
 - Communication opportunities
- “Studies did reveal that a program with specialized service coordinators and EI service providers is related to positive family and child social-emotional outcomes. In addition, there is evidence in the literature that some parents experience negative emotions when service coordination is provided by individuals without the core knowledge and skills for working with children who are D/HH.” [Early Hearing Detection and Intervention System Self-Assessment](#)

Poll Response: Question 1



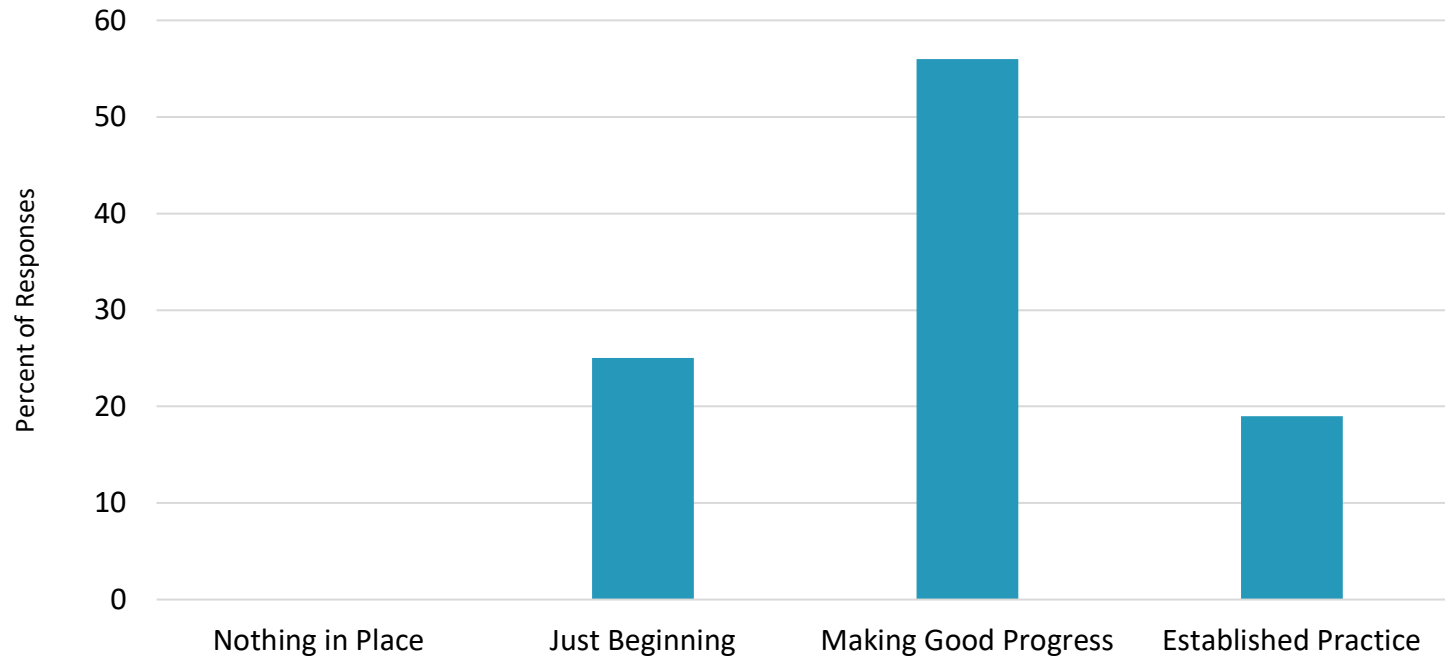
Poll Response: Question 2

Has WA Identified Core Knowledge and Skills for FRCs based on Evidence-Based Practices and the Recommendations of Professional Organizations and National Policy Initiatives?



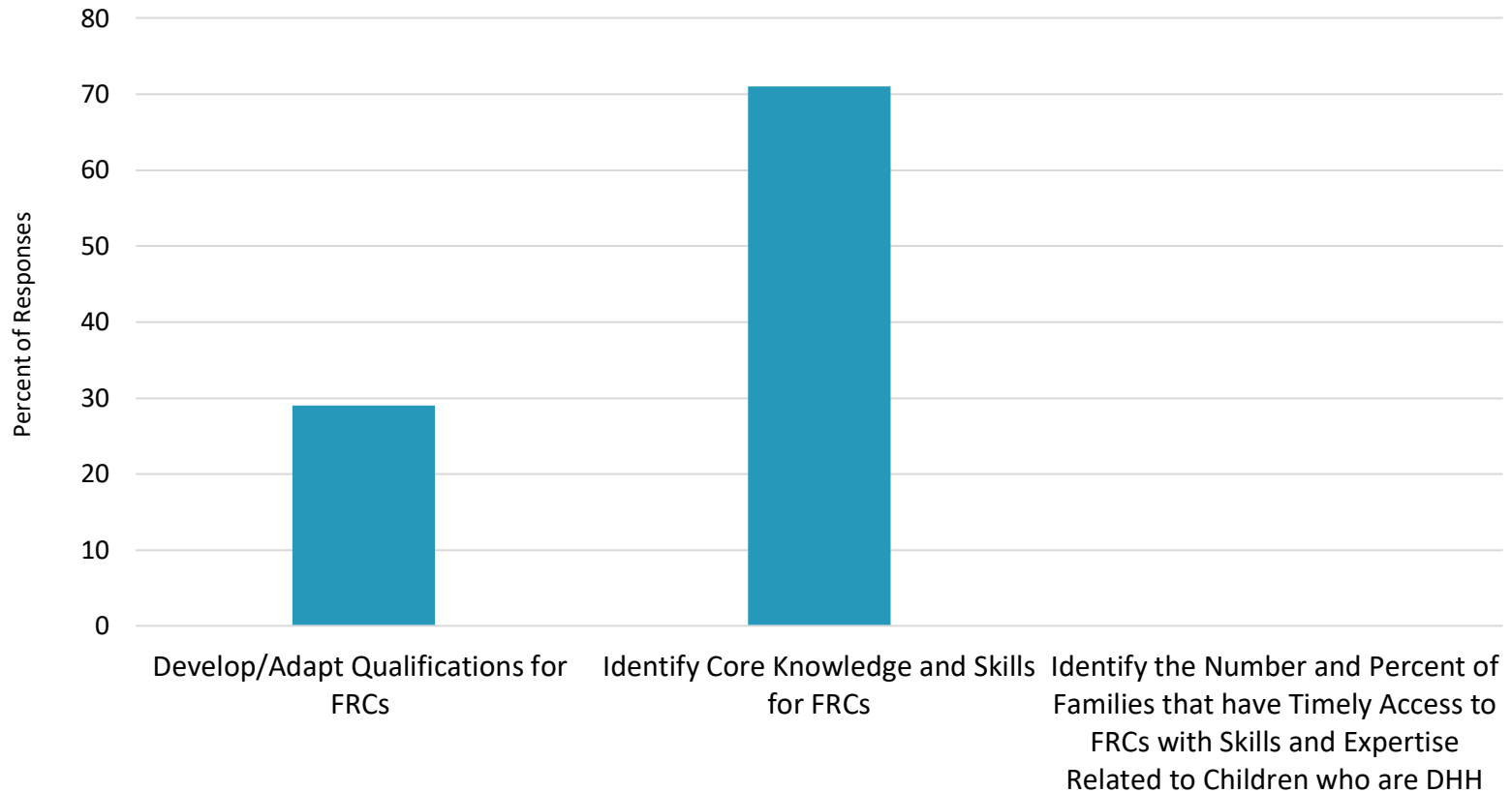
Poll Response: Question 3

Can WA Identify the Number and Percentage of Families who had Timely Access to a FRC?



Poll Response: Question 4

Which Item Should the EHDDI Advisory Group Prioritize?



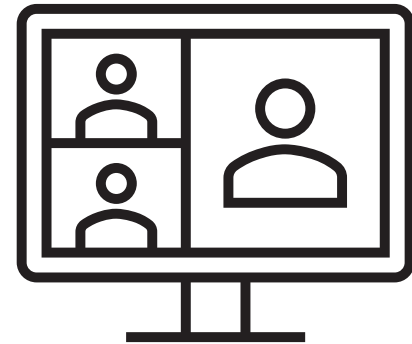
Training Modules

- To improve the knowledge of FRCs/service coordinators, the EHDDI program decided to create training modules.
- In April 2023, we contracted with Talance.
 - Talance provides customized training and learning platforms.
 - The contract was for **three** online training modules.
- Created a workgroup of community partners to assist in creating the modules.



Training Module Workgroup

- Workgroup members consisted of EHDDI Advisory Group members and community partners.
 - Early Support for Infant and Toddlers (ESIT) – *State agency*
 - Center for Deaf and Hard of Hearing Youth (CDHY) – *State agency*
 - Office of Deaf and Hard of Hearing (ODHH) – *State agency*
 - Early support service providers (Majority Metro Counties)
 - DHH service providers (ESIT System)
 - Total Communication
 - American Sign Language (ASL)
 - Listening and Spoken Language (LSL)
 - Audiologists
 - Washington State Hands and Voices
- Many individuals in the workgroup were also professional Deaf or hard of hearing adults.



Training Module Workgroup

- Workgroup met three times (1.5-hour meetings)
 - Meeting 1: Set learning objectives and course outline.
 - Meetings 2 & 3: Reviewed draft training content and discussed additional learning resources needed.
- Outside of the 3 meetings there was a lot of back and forth via email and virtual meetings involving edits.
- Used a focus group of FRCs and early support providers to review the training modules and provide feedback.

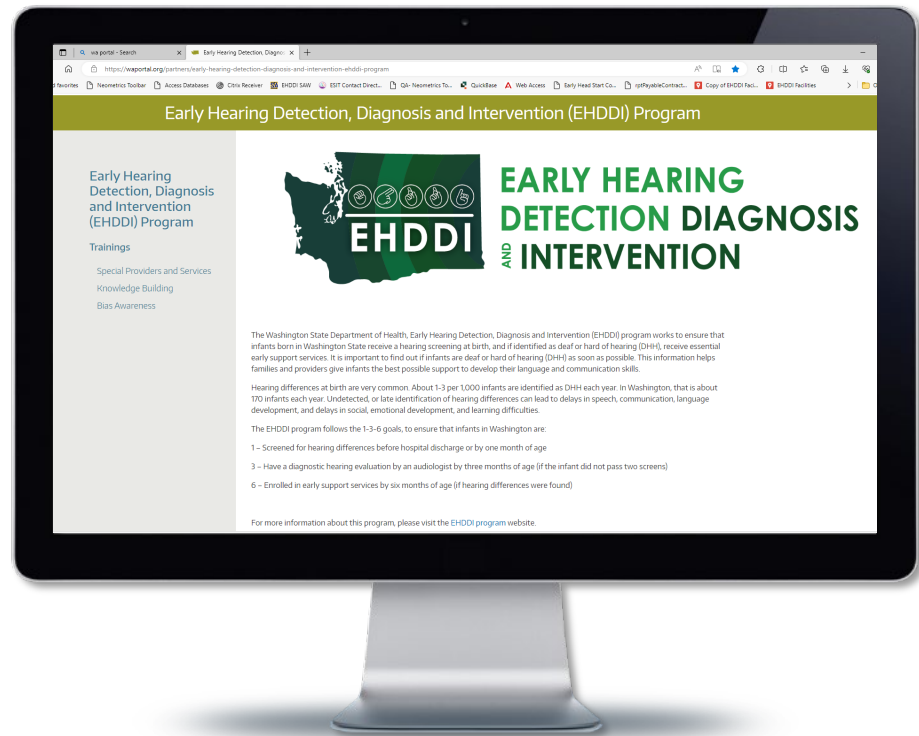
Training Modules

- Three training modules were created:
 - Specialized Providers and Services
 - Knowledge Building
 - Bias Awareness
- Each training is one hour.
- These trainings are voluntary, but highly recommended.
 - Great for new FRCs and counties that do not have many children who are deaf or hard of hearing.



EHDDI FRC Trainings Page

[Early Hearing Detection,
Diagnosis and Intervention
\(EHDDI\) Program | Healthier
Washington Collaboration
Portal \(waportal.org\)](https://waportal.org/partners/early-hearing-detection-diagnosis-and-intervention-ehddi-program)



Specialized Providers and Services

- Objectives
 - Identify the unique needs of children who are deaf or hard of hearing.
 - Identify the roles of specialized providers, programs, and supports.
 - Understand and convey the opportunities if a specialized provider is not available.
 - Evaluate special considerations for families who decline services or have children who are deaf or hard of hearing with additional needs.

Supporting Children Who are Deaf or Hard of Hearing and Their Families
FRC and ESIT Services Provider: Specialized Providers and Services



Washington State Department of HEALTH

Supporting Children Who are Deaf or Hard of Hearing and Their Families
FRC and other ESIT Service Providers: Understanding Specialized Providers and Services

Resources Section Expand all

Materials	▼
Statewide Resources	▼
National Resources	▼
References	▼

Knowledge Building

Objectives

- Understand deaf or hard of hearing awareness and diversity in the DHH community.
- Gain a basic understanding of how to interpret hearing test results.
- Describe the impact of hearing levels on access to language and development.
- Understand hearing technology opportunities and resources.

Supporting Children Who are Deaf or Hard of Hearing and Their Families
FRC and ESIT Services Provider: Knowledge Building Training

Menu



Supporting Children Who are Deaf or Hard of Hearing and Their Families

FRC and other ESIT Service Providers: Knowledge Building

Talanx

Resources Section

Expand all

Materials	▼
Statewide Resources	▼
National Resources	▼
Glossary	▼
References	▼

Bias Awareness

Objectives

- Understand different communication opportunities and the importance of connecting families with DHH providers right away.
- Recognize common biases that limit opportunities for families.
- Understand how to create space for families to explore all opportunities and make changes openly.
- Understand that families have unique styles, cultures, values, and concerns that impact their decision-making.

Supporting Children Who are Deaf or Hard of Hearing and Their Families
FRC and ESIT Services Provider: Bias Awareness Training

Menu



Washington State Department of HEALTH

Supporting Children Who are Deaf or Hard of Hearing and Their Families

FRC and other ESIT Service Providers: Bias Awareness

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Resources Section

Expand all

Materials	▼
Statewide Resources	▼
National Resources	▼
Other Trainings	▼
Glossary	▼

Trainings

- Officially went live February 6, 2024.
- Advertised trainings:
 - ESIT's weekly newsletter (February 9th and 16th and March 1st)
 - EHDDI program website
 - Emails sent to EHDDI Group members, workgroup members, and early support providers (February 7th and 20th)
 - ESIT presentation (February 21st)

Challenges

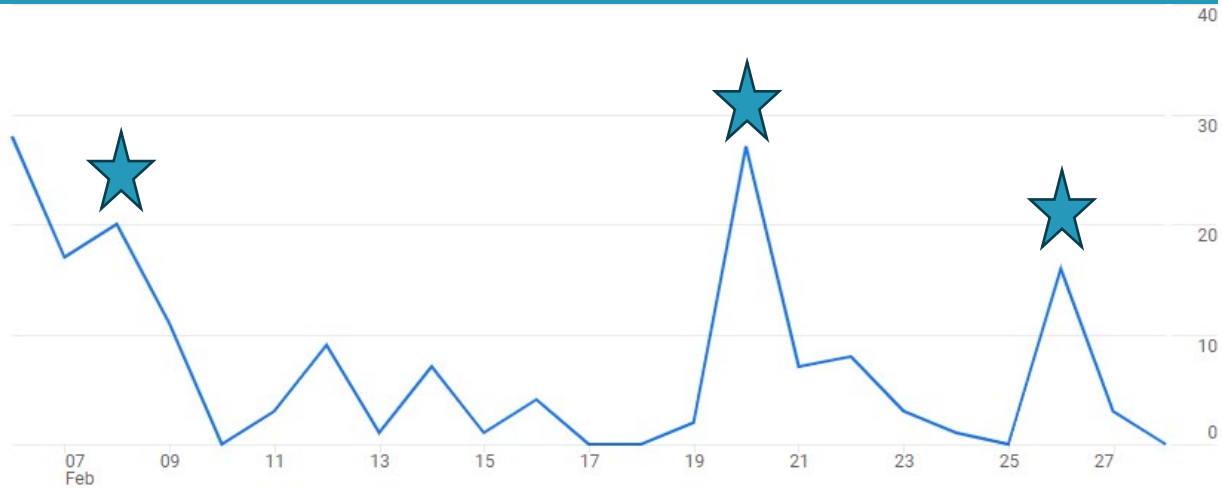
- We tackled too much at once.
 - Should have only focused on one or two modules.
- Determining which feedback should be incorporated.
- Ensuring the trainings were balanced regarding communication opportunities.
- Determining where the training modules should be housed.

Successes

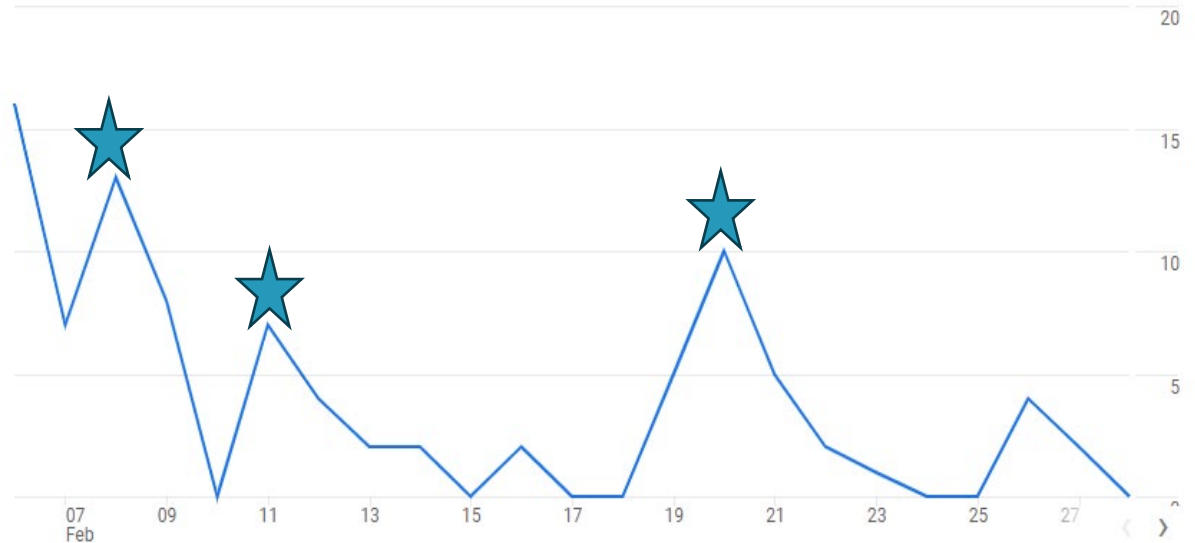
- Created 3 training modules.
- Number of people who visited the page (2/6/24-2/28/24):
 - Specialized Providers and Services – 104
 - Knowledge Building – 67
 - Bias Awareness – 59
- Cities page visitors were from (top 5):
 1. Seattle
 2. Tumwater
 3. Kent
 4. Redmond
 5. Spokane



Specialized Providers and Services



Knowledge Building



Bias Awareness



Next Steps

- Create a training about the transition from Part C to Part B services.
- Determine if there is an increase in timely referrals.
 - Early support services
 - Family-to-family support
 - DHH specific services
- Add a mechanism for learners to provide feedback to the EHDDI program.



Thank You!

Adrienne O'Brien - ESIT

Alice Anderson - Children's Village

Amy McCall - Family Conversations

Ann Curry - Seattle Public Schools

Annie Utley - Hearing, Speech & Deaf Center

April Bippus – CDHY

Betty Gilchrist - Spokane ENT

Brayde Willson - Pierce County ESIT

Candi Sanchez - North Central Educational Service District

Chad Ruffin - Proliance South Seattle Otolaryngology

Christine Griffin - Washington State Hands & Voices

Colleen Fillingim - Holly Ridge Center

Danette Driscoll - Spokane HOPE

DeEtte Snyder - ESIT

Diana Golovkin - ESIT

Elisa Torres Sanchez - Parent

Emily Gallagher - Seattle Children's Hospital

Heidi Cate - Snohomish County ESIT

Iris Dunaway - ESIT

Jill Bargones - Family Conversations

Karen Philo-House - ODHH

Karly Neshem - Holly Ridge Center

Karin Neidt – EHDDI Program

Katie Buck - Parent

Kelsey Davis – EHDDI Program

Kerianne Christie - CDHY

Kimberly Peters - Western Washington University

Kris Ching - CDHY

Krissy Walker - CDHY

Laura Gramer - Parent

Lisa Mancl - University of Washington

Lizzie Ostag - Holly Ridge Center

Lori Holbrook - ESIT

Maia Thomas - ESIT

MaLea Lindsey - ESIT

Marcie Rider – EHDDI Program

Maura Berndsen - Listen and Talk

Merri McBride - Family Conversations

Michelle Black - ESD 123

Michelle Duffy – Pierce County ESIT

Norma Renteria Lobo - King County ESIT

Rick Haun - CDHY

Robin Taft - Northwest Center

Ryan Guzman - Office of Superintendent of Public Instruction

Savannah Hagwood - Hearing, Speech & Deaf Center

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Questions?

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