

1

---

---

---

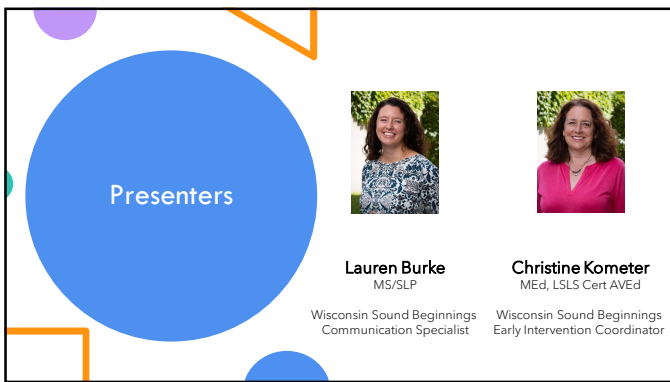
---

---

---

---

---



2

---

---

---

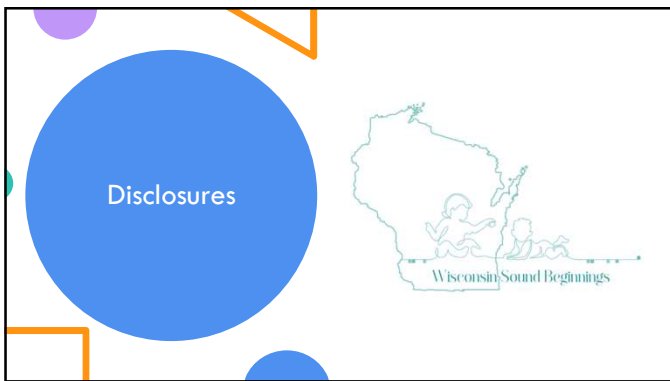
---

---

---

---

---



3

---

---

---

---

---

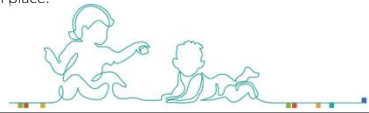
---

---

---

### Objectives

1. Participants will learn about Wisconsin's innovative model which infuses DHH-specific interventions through a collaborative partnership between the EHD/ EI team and Part C programming state-wide.
2. Participants will review survey data from initial 2 years of implementation and learn how EI providers throughout the state of Wisconsin are growing in their capacity and competence in supporting 0-3 children who are DHH and their families.
3. Participants will identify examples of specific strategies EHD/ EI team members are using to ensure all children enrolled in Part C have DHH-Specific assessments and interventions in place.



4

---

---

---

---

---

---

---

---

“Because of the shortage of qualified professionals, it is important that a system for building capacity exists at the preservice, in-service, and mentoring levels.”

JCIH Position Statement;  
Early Intervention Supplement

5

---

---

---

---

---

---

---

---

### Wisconsin Snapshot

- Inconsistent DHH-specific services
- WI Part C, “Birth to 3 Program”
- Primary Coach Approach to Teaming (PCATT)
- “Local Control” means each county has their own EI process
- Access to qualified professionals



6

---

---

---

---

---

---

---


---

### Wisconsin EHDI Model

**Wisconsin's EHDI Program:**  
Wisconsin Sound Beginnings

**CARES team:**  
Deafness-specific early intervention providers on IFSP teams statewide

**C**oordination  
**A**ssistance  
**R**esources &  
**E**valuation  
**S**ervices



7

---

---

---

---







---


---

---

---

### CARES Integration into Birth to 3 Program

-  CARES team is a **full participating partner** with WI's Part C program
-  Professional qualifications and expertise in DHH; Multi-disciplinary
-  Distanced IFSP team member
-  Embedding intervention within the PCATT model
-  Part of every step of the IFSP process
-  Joining virtually to coach and support local team who is in-person with the family



8

---

---

---


---

---

---

---

---



**“Because of the shortage of qualified professionals, it is important that a **system for building capacity** exists at the preservice, in-service, and mentoring levels.”**

JCIH Position Statement;  
Early Intervention Supplement

9

---

---

---

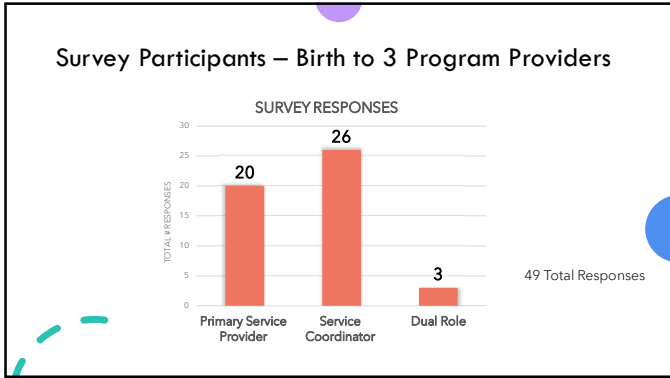
---

---

---

---

---



10

---

---

---

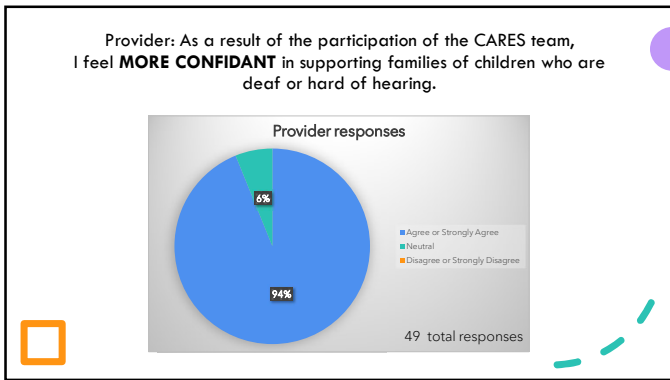
---

---

---

---

---



11

---

---

---

---

---

---

---

---

### Provider Comments

"After each visit, I feel like I gain more knowledge and get more comfortable."

"I am more aware of the different modes of communication a person with hearing differences may choose to use."

"I appreciate the collaboration and support. It is beneficial to have professionals who specialize in this area to be of support to not only the families we serve but our staff (including myself)."

12

---

---

---

---

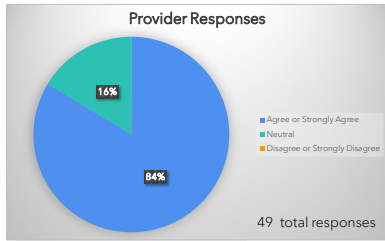
---

---

---

---

Provider: As a result of the participation of the WSB CARES team, I feel **MORE COMPETENT** in supporting families of children who are deaf or hard of hearing.




---

---

---

---

---

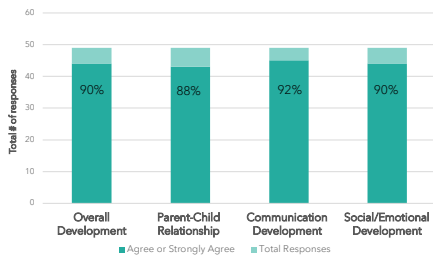
---

---

---

13

Provider: As a result of support from CARES, I better understand the impact of a hearing difference on...




---

---

---

---

---

---

---

---

14

### Provider Comments

"I have consultation meetings with the WSB at times before visits and it helps us as a team during the visits."

"I am incredibly grateful for the partnership with WSB CARES. I have worked closely with [them] and I feel more competent and confident in providing services to children who are deaf or hard of hearing and their families."

"As a service coordinator,...the co-visits or reviews I've done with WSB have been very helpful in understanding how I can offer support to the family."




---

---

---

---

---

---

---

---

15

### JCIH - EI Supplement

“Early intervention services represent the purpose and goal of the entire EHDI process. Screening and confirmation that a child is D/HH are largely meaningless without appropriate, individualized, targeted, and high-quality intervention.”

Empowering Birth to 3 Program providers

Ensuring DHH-specific supports statewide for families



16

---

---

---

---

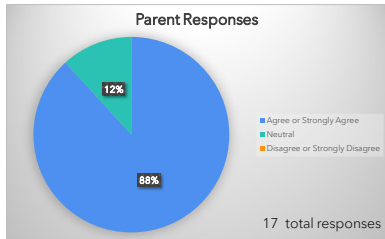
---

---

---

---

Parent: I feel MORE CONFIDENT in making decisions related to my child's hearing, communication, and educational needs.



17

---

---

---

---

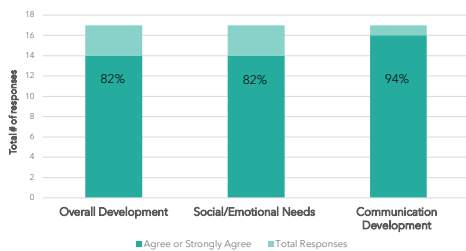
---

---

---

---

Parent: As a result of support from CARES, I have increased my knowledge about the impact of my child's hearing difference on...



18

---

---

---

---

---

---

---

---

### Family Comments



"...fantastic in helping us learn about options for communication for our daughter."



"...every question [we] had about [our son's] hearing and development was answered quickly and thoroughly. The team had so many great ideas ... and openly shared their knowledge and experience with us."

"Your brief interaction with us left me, as a mom, feeling affirmed and ready to continue learning for my daughter's sake."

"...has definitely given me more confidence in the way that I'm helping my son. I've learned many new methods to increase his speech, and how to handle his emotional outbursts."

19

---

---

---

---

---

---

---

---

### Strategies

- Meet and Greets with County Birth to 3 Programs
- Initial referral touch point and resources
- CARES Beginnings - Parent Priority Checklist
- Communication Specialists
- Three-part Joint Visit (Pre-planning, Visit itself, Reflection)
- Detailed Visit Note
- Assessment Protocol and Interpretation



20

---

---

---

---

---

---

---

---

### Limitations of the data

Data was not filtered by length of service - 6 months, 1 year, annual, Exit

Lower response rate from families compared to providers

This is a self-report on knowledge learned

21

---

---

---

---

---

---

---

---

**Next Steps**

- Increasing response rate from families
- Improving automaticity in adding CARES to IFSP team across 72 counties
- Continuing to explore ways to provide on-demand and just-in-time learning for Birth to 3 Program providers

22

---

---

---

---

---

---

---

---

Wisconsin has built a system for supporting EI professionals across the state.

Part C providers are growing in their **confidence and competence** in working with this unique population.

And they have a team of DHH-specialists available to join their teams.

**This is a working model of a system for capacity building.**

23

---

---

---

---

---

---

---

---

**Thank you!**

Lauren Burke  
[lburke@cesa1.k12.wi.us](mailto:lburke@cesa1.k12.wi.us)

Chris Kometer  
[ckometer@cesa1.k12.wi.us](mailto:ckometer@cesa1.k12.wi.us)

24

---

---

---

---

---

---

---

---