

Developing a Coordinated Statewide
System of Earliest Interactions for Families:
A Family-Centered Cyclical Approach

EHDI 2023



OVERVIEW

Family Centered Early Intervention

Family Empowerment

Statewide Coordinated Systems

**Practical strategies for identifying
and including stakeholders/partners**

Collaborative/ Reflective Practices



Introductions

Who are **WE**?

Who are **YOU**?

Why are **WE** here?

What states are represented today?

Why are **YOU** here?



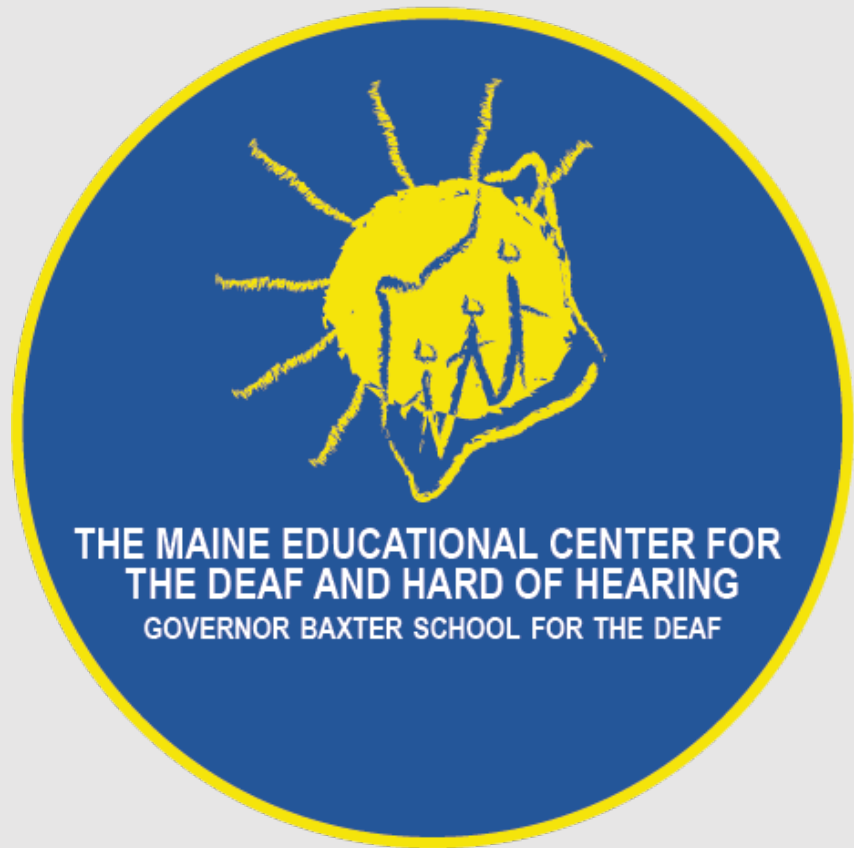
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slido.com

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MECDHH/GBSD



Claire Jeffers

Mom to a 3-year-old! My son is profoundly deaf and uses both ASL and spoken English to communicate, with the aid of his Cochlear Implants.

Writer & PR/Comms professional.

Substitute teacher with MECDHH/GBSD site-based public school programs.

ASL and Deaf Studies student at University of Southern Maine.



Amy Spencer MS CCC/SLP, TOD

Early Intervention and Family Services Coordinator

Serve on the Maine Newborn Hearing Program Board, the Maine Interagency Coordinating Council, and active member of the Earliest Interactions Maine/ HRSA team.

Initiated and continuously refine the ELCO process.

Live in Southern Maine exploring both ocean and mountains with my husband and two young daughters.



Karen Hopkins

MECDHH/GBSD Executive Director

Principal Investigator - Maine's Grant/ Co-EHDI Coordinator

Author of Maine's Part C Memorandum of Understanding

Deaf Adult and mother of three (one of whom is hard of hearing)

Doctoral Student - researching perspectives of families on empowerment in early intervention

Board Membership:

- Hands & Voices Headquarters
- Maine's Foundation for Deaf Children
- Maine Newborn Hearing Screening Board
- Maine Telecommunications Board
- Maine Commission on Deafness



Disclosures

Claire Jeffers is a parent of a Deaf child and also contracts with MECDHH/GBSD as their public relations specialist.

Amy Spencer works for MECDHH/GBSD as their Early Intervention and Family Services Coordinator.

Karen Hopkins is the Executive Director at MECDHH/GBSD. She is the principal investigator of Maine's HRSA Grant.



Who is joining us today?

What is your role?

What state are you from?



Today's Objectives:

Participants will identify at least **3 key partnerships** that will improve the **early process** for families.

Participants will identify at least **3 components** of a systematic approach that fosters empowerment of families.

Participants will identify **3 reflective practices** that will inform them of necessary systematic changes.





DEVELOPING A FOUNDATION & SHARED UNDERSTANDING

Today's KEY Concepts



Family Centered Early Intervention (FCEI)

What words stand out to you when you think of FCEI?

What does FCEI mean to you?

What does this look like in your state?



Family Empowerment

What words stand out to you when thinking of Family Empowerment?

What does Family Empowerment mean to you?

What does this look like in your state?



Coordinated Systems

What words stand out to you when you think of coordinated systems?

Is there an example of a coordinated system in your state?

Is a statewide coordinated system of EHDI and a Family Centered Early Intervention possible in your state?





EHDI in Maine

A statewide coordinated system

AND evolving process...



“Without continual growth and progress, such words as improvement, achievement, and success have no meaning”
~Benjamin Franklin



History of EHDI in Maine



Screening:

Statewide Newborn Hearing Screening began in 2000

New Law - screen? Must refer!

Follow Up:

Physicians gave direct referrals to specific agencies

Communication “Options” were a one time - check the box at the first Part C meeting

Children were being identified but the system wasn't ready....



Prior to the Part C/MECDHH/GBSD Memorandum of Understanding (MOU)

Families were often referred to one agency or the other, sometimes both.

Services were often provided based on who connected with the family first.

Services often ran parallel to one another, with very little communication.

Double the burden on families ...double Intake, evaluations, appointments

Professional driven model

Therapy model instead of Family Centered

Mixed messages to families



Development of the MOU



Two state agencies

History and connections

Change in leadership - *window of opportunity*

Meetings ◦ Facilitator ◦ Identifying issues ◦ Agreeing to disagree

Focus on commonalities ◦ shared perspective

◦ Understanding roles

Development of a joint process and vision



Purpose of Maine's Memorandum of Understanding with Part C and MECDHH/GBSD

“To develop one family-centered early intervention program for families who have deaf or hard of hearing children in Maine.”

Increase in identification

Increase in collaboration

Increase in child/family positive outcomes



But it was not enough.....

The EHDI system was still disjointed.....



HRSA Grant

The missing piece....

HRSA added priorities related to
Family Engagement
Deaf Adult Engagement

MECDHH/GBSD seemed like the logical agency



HRSA/CDC Collaboration

Shared Resources

Shared Data

Shared funding responsibilities

MECDHH/GBSD focus on family engagement, Deaf Role Models, Early Intervention and materials/resource development, website

- Funded Principal Investigator,(CO-EHDI coordinator), Parent Consultant, Quality Improvement Specialist, Communications Specialist, Audiology Consultant, Family Based Organization

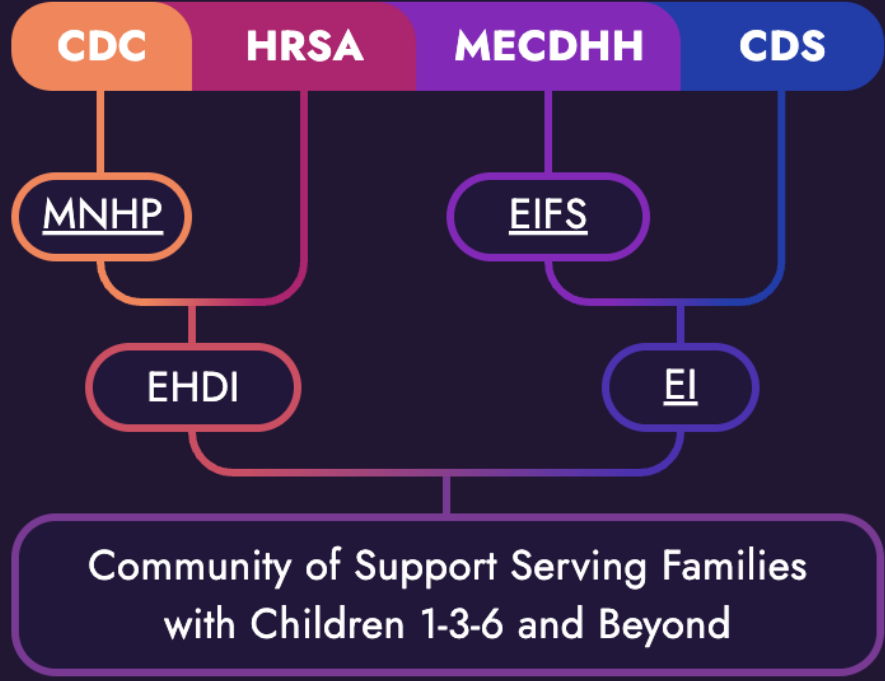
CDC focus on Data , hospital training,and materials dissemination

- Funded CO-EHDI Coordinator

Formally added Part C to our Earliest Interactions Team

This collaboration allows us to do so much more.....





Maine Newborn Hearing Screening Evolution

MNHP(CDC) /HRSA Collaboration

Identified gaps

- Home births
- Midwife training
- Rural areas

Technology needs

Part C Collaboration



Follow Up Audiological Assessment Evolution

MNHP/ HRSA/ CDS Collaboration

- MNHP Parent Consultant
- Referral from MNHP to CDS
- MECDDH EIFS alerted through parent consultant OR shared data system with MNHP and ME H&V
- Referral from MNHP to ME Hands & Voices



Early Intervention Evolution

MNHP/ HRSA/ MECDDHH/ CDS

Closing the loop through ongoing communication, shared data systems with MNHP & Me Hands and Voices

Memorandum of Understanding opening the door for increasing capacity and shared understanding of EI Teams in Maine.



Aligning Philosophies:

Mission of MECDHH/GBSD

In collaboration with families and professionals throughout Maine, we provide transformative learning, language-focused education, and opportunities for social-emotional growth, empowering Deaf and Hard of Hearing individuals, birth to 22, to reach their full potential.

Connecting Strategic Plan at MECDHH/GBSD to EHDI Work Plan (CDC/ HRSA)

Maine's EI goal is to facilitate positive early interactions for families. We support families through the process of hearing screening, identification, and into early intervention in order to optimize their child's language, literacy, cognitive, social, and emotional development.

We provide comprehensive information to empower families in making informed decisions that match their values and priorities, and ensure supports are in place to help meet their individual family goals and/or outcomes on their Individualized Family Service Plan (IFSP).

Connecting Strategic Plan at MECDHH /GBSD to Family Centered Early Intervention in Maine



MECDHH Early Intervention Specialist: A Role Shift

- ★ Assigned to each early intervention site as an active team member
- ★ Act as a consultant to the team on hearing and language access-related topics.
- ★ Primary Service Provider role for families with Deaf/ hard of hearing children
- ★ Implements Exploring Language and Communication Opportunities Process (ELCO) leading to Language and Communication Plan (LCP)
- ★ On the team for any child with suspected hearing differences or if identified as Deaf or hard of hearing with additional disabilities.



Building Shared Understanding, Goals, and Relationships



ASL Family Trainers



SLPs/Educators who specialize in working with children who are deaf or hard of hearing with additional special needs



Cued Language Family Trainers



Clinical and Educational Audiologists



Manually coded English family trainers



Listening and spoken language specialists



SLPs/Educators who specialize in working with children who are deaf or hard of hearing

Community of Practice

For children who are Deaf or Hard of Hearing, birth to age 5.

Early Childhood Intervention Team

Special Educators	Speech & Language Therapists
Physical Therapists	Teachers of the Deaf & Hard of Hearing
Occupational Therapists	Clinical & Educational Audiologists



ELCO

Exploring Language and
Communication
Opportunities Process



A process of empowering families by exploring language and communication opportunities for children who are deaf or hard of hearing.

ELCO

Professional Guide and Sources &
Resources Available

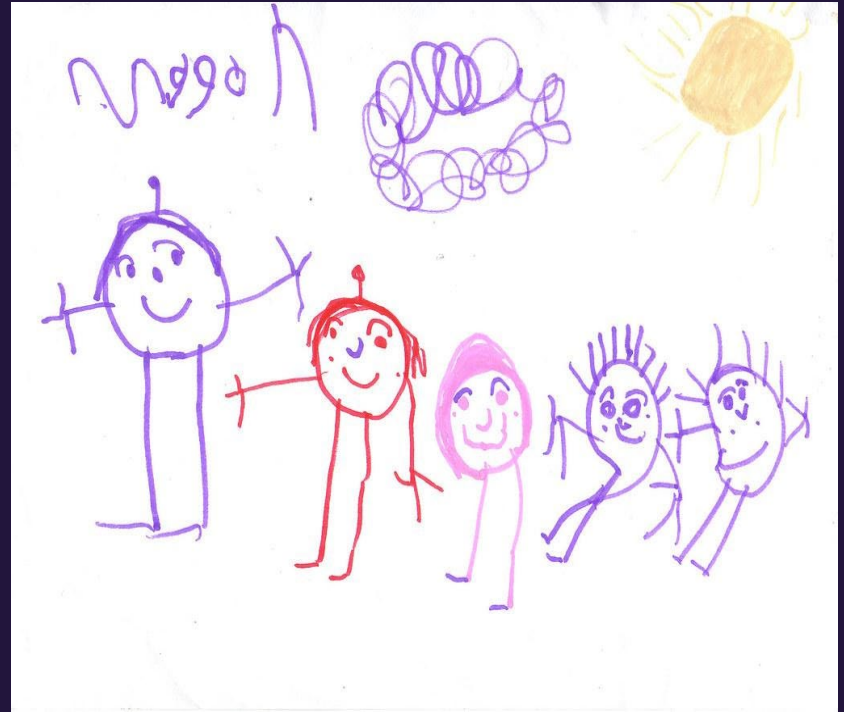


<https://earliestinteractions.com/resources/professionals>

WHY ELCO

- Family empowerment to make evidence informed decisions.
- Parent-child interactions highly predict language outcomes.
- Language outcomes are **HIGHLY** dependent on family involvement.
- Family/ Culture/ Values.
- Importance of accurate, comprehensive, consistent information.

Critical language period - ACCESS/
EXPOSURE



Crucial to ELCO

Guide NOT a script.

Supporting caregiver-child interactions as a foundation throughout.

Many pieces are happening simultaneously.

Fostering family empowerment.

Be explicit about our role as informer/guide.

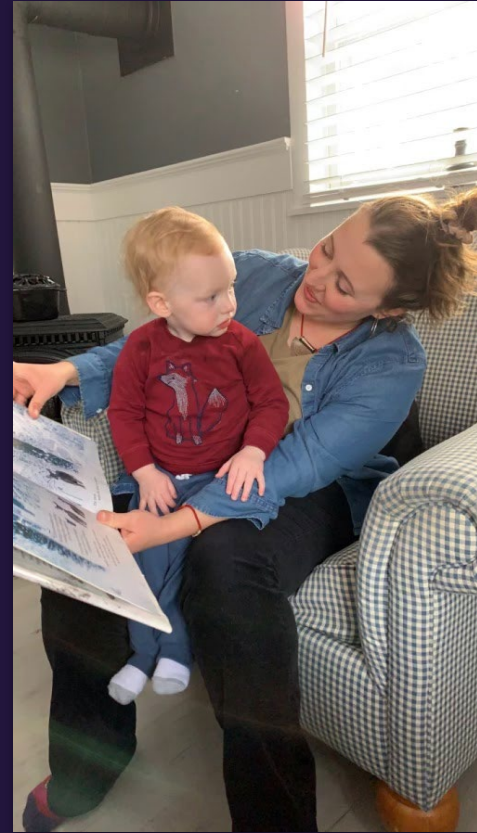
Families role as the explorer and expert on their family system and child - what will work for *them*?

Encourage exploration and change as needed.



HOW

- Meeting families where they are.
- Developing trusting partnerships.
- Foster baby/ parent relationship as a foundation.
- Proficient EI specialist for deaf and hard of hearing children & their families.
- Continuity of resources/ information that are comprehensive & digestible.
- Parent-to-Parent Support.
- Deaf/Hard of Hearing Adults.
- Ongoing Assessment



Meeting Families Where They Are

Processing

Hearing parents of a Deaf child

Fear of failing

Day by Day, Hour by Hour

Sleep Deprivation

New parent challenges

Work

Isolation

Questions

March 13, 2020



Developing Trusting Partnerships

Family-driven, not agenda-driven

Guided and respected

Baby steps: language & communication
strategies

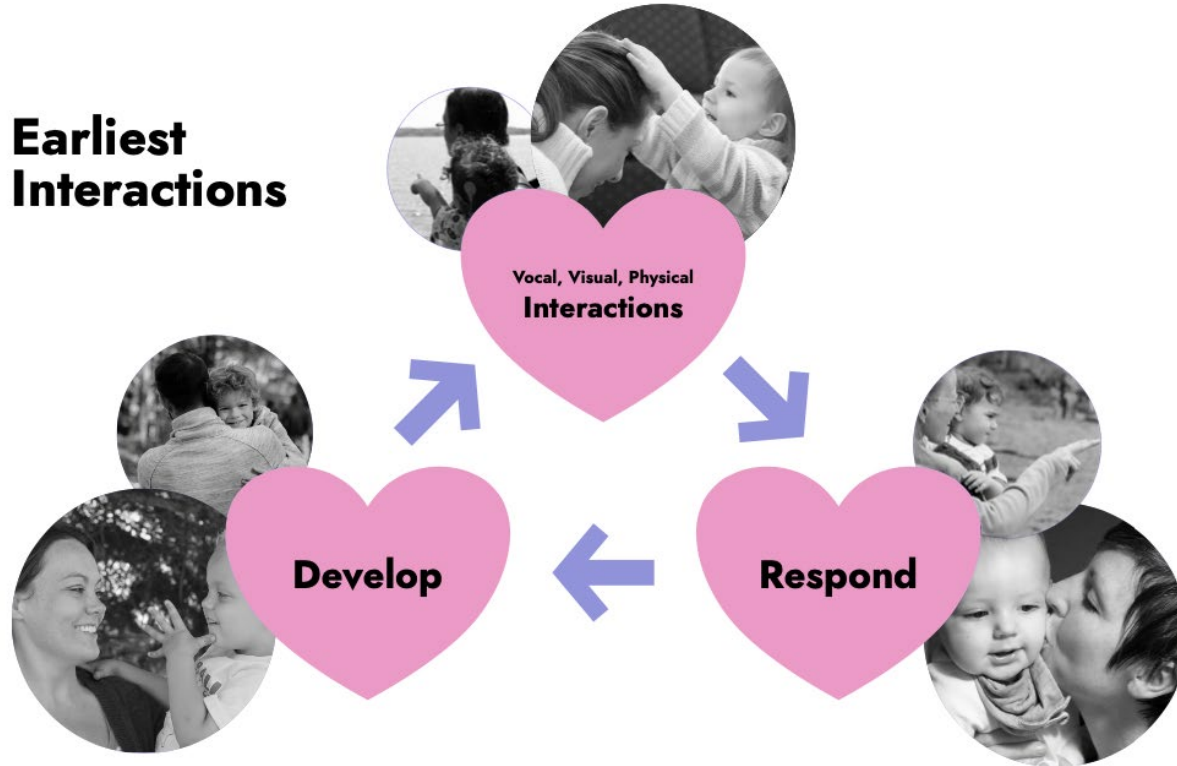
Recognized & supported our unique process,
experience, and circumstance

EI team was: cohesive, consistent, reliable



Foundation of Language

Earliest Interactions



Proficient Providers

Family Centered Early Interventionists from MECDHH

Teachers of the Deaf

Speech Language Pathologists specializing in D/HH

OT- Fluent in ASL

ASL Specialists/ Family Trainers

Cued Speech Family Trainers

Special Educators



Continuity of Resources

ELCO Professional Guide

Exploring Language & Communication Opportunities

A Process Document for Professionals
working with Children who are Deaf or
Hard of Hearing and Their Families

(Professional Guide)



Maine Educational Center for the Deaf and Hard of Hearing, Early Childhood and Family Services. Adapted from Amy Spencer 2016.



Earliest Interactions
AN MECDHH / GBSO PROGRAM

[Home](#)

[About](#)

[Our Team](#)

[Events](#)

[Contact](#)

[Resources](#) 

Welcome to Earliest Interactions

We are a HRSA grant-funded MECDHH / GBSO program that supports families of children who are deaf and hard of hearing throughout their journeys, from screening, to diagnosis, to early intervention and beyond.



**Family
Resources**



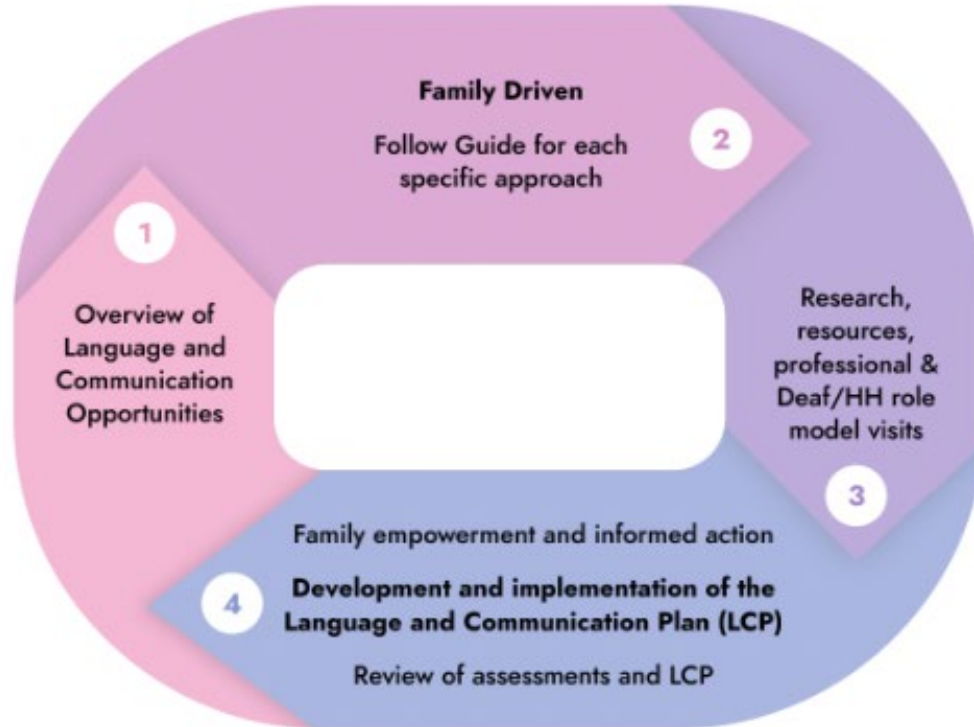
**Professional
Resources**



<http://www.earliestinteractions.com>



Professional Approach



Audiological Understanding Process

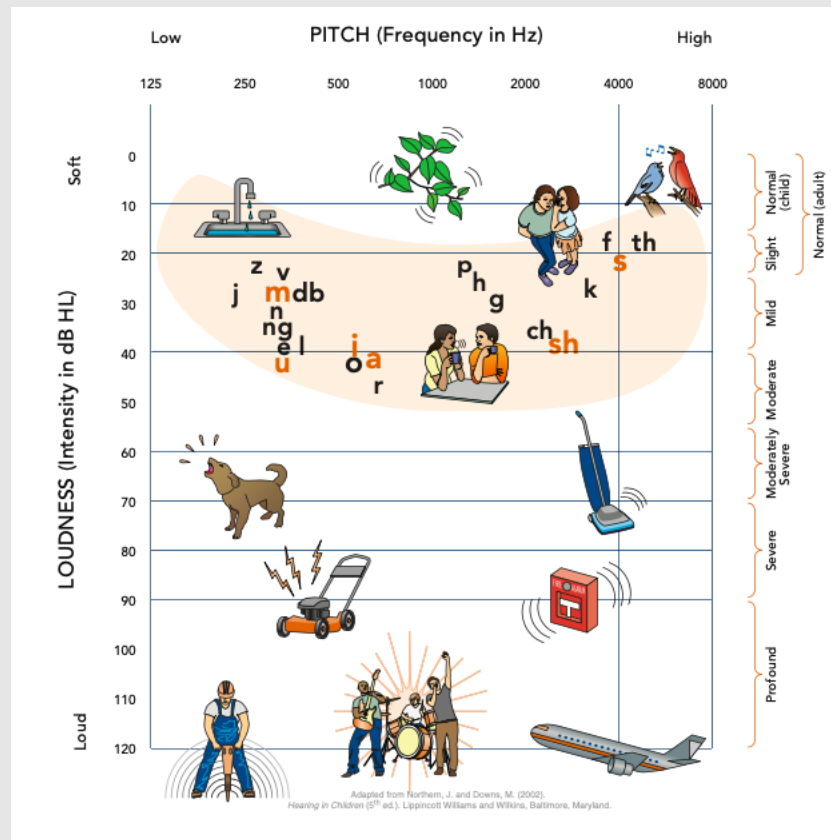
How will my child learn language?

What are the impacts of my child's hearing difference?

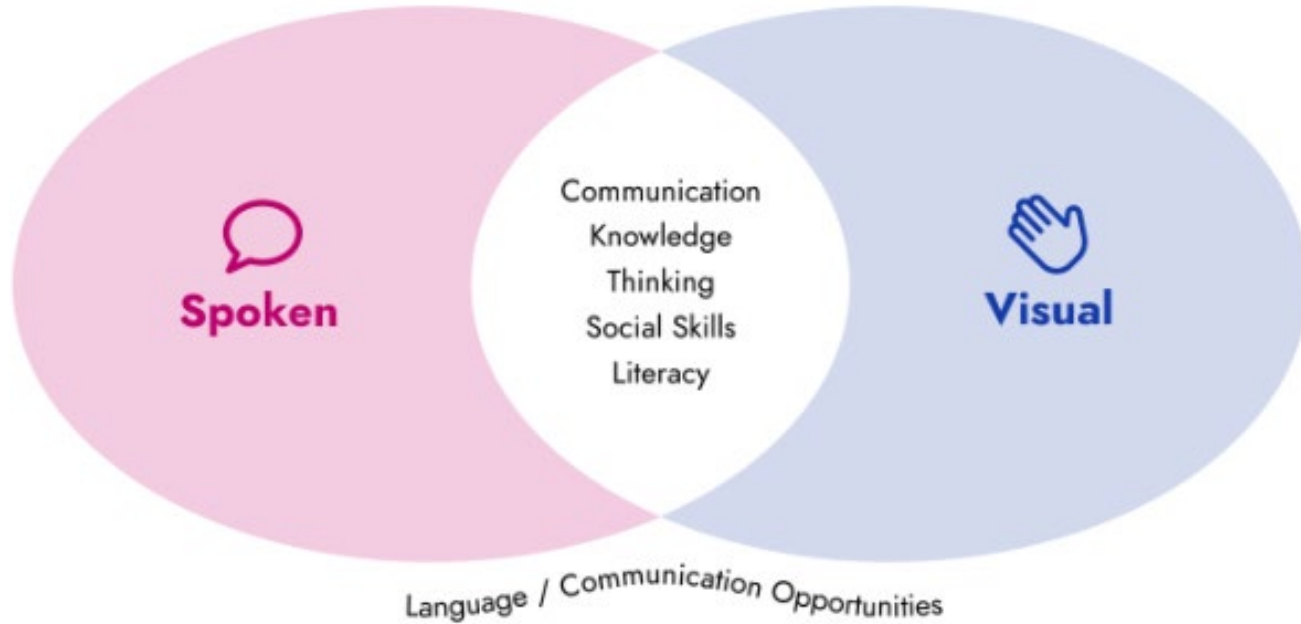
What is an audiogram?



What did the hearing test tell us?

How do we hear?

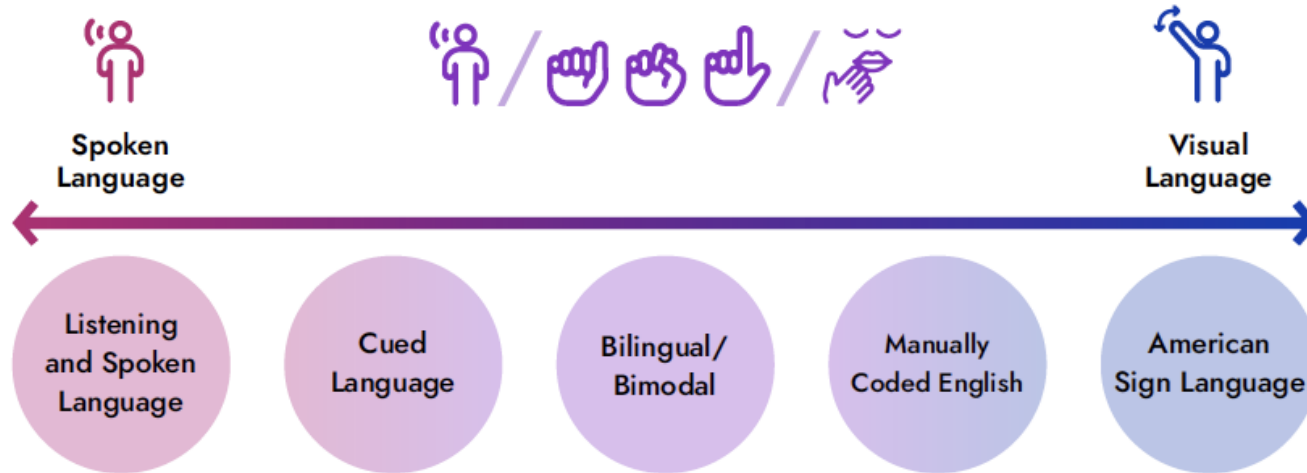


Children Need Language to Learn





Communication & Language Opportunities for Children Who Are Deaf or Hard of Hearing



Components Needed for Each Opportunity

Specialists in EI for Deaf and hard of hearing children & families & Specialists specific to approach

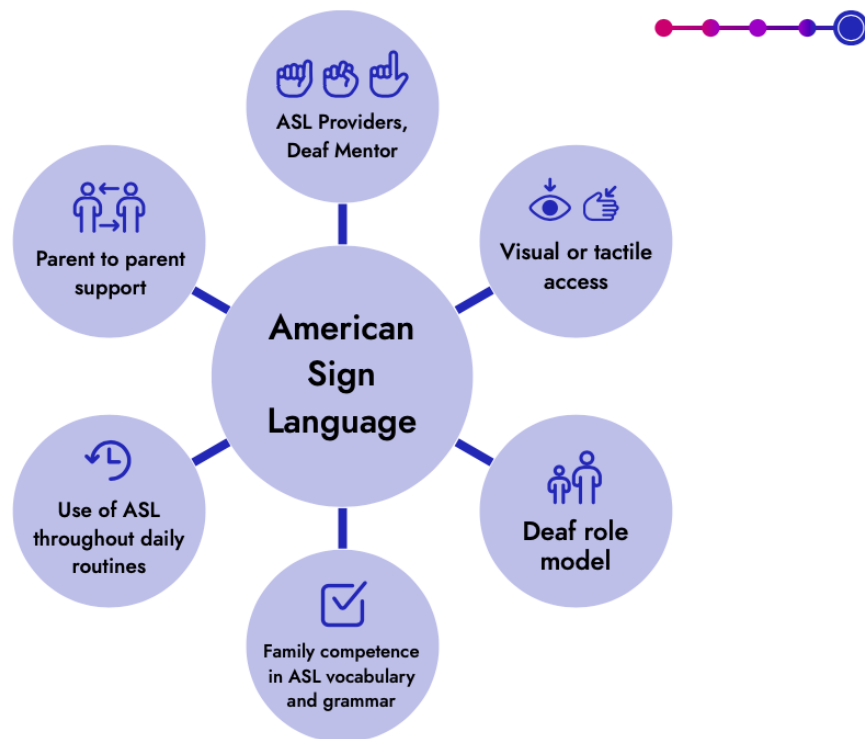
Access Requirements

Deaf/ Hard of Hearing Role Models

Developing strategies/ skills

Using the approach in routines

Parent to Parent Support



Family Driven in Depth Exploration

Follow family interest and questions

Guide exploration using the webs & professional guide

Discuss the components needed for the approach to be successful

Benefits & limitations dependent on many factors



Research, Resources, Professionals, & Deaf /Hard of Hearing Role Models

Schedule Deaf/Hard of Hearing Guide/ Mentor Visit

Offer professional visits

Share resources/ research re: the approach of interest

Share events/ playgroups to foster parent to parent connections, exposure to other Deaf or hard of hearing children and adults



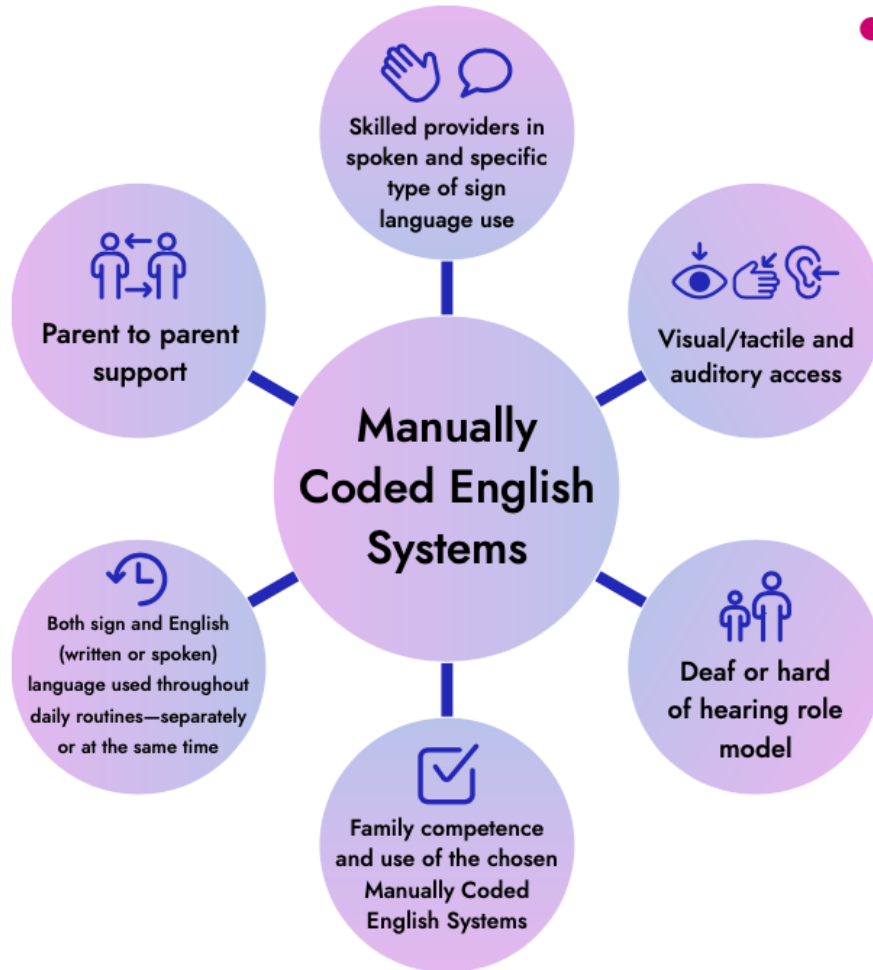
Benefits & Limitations

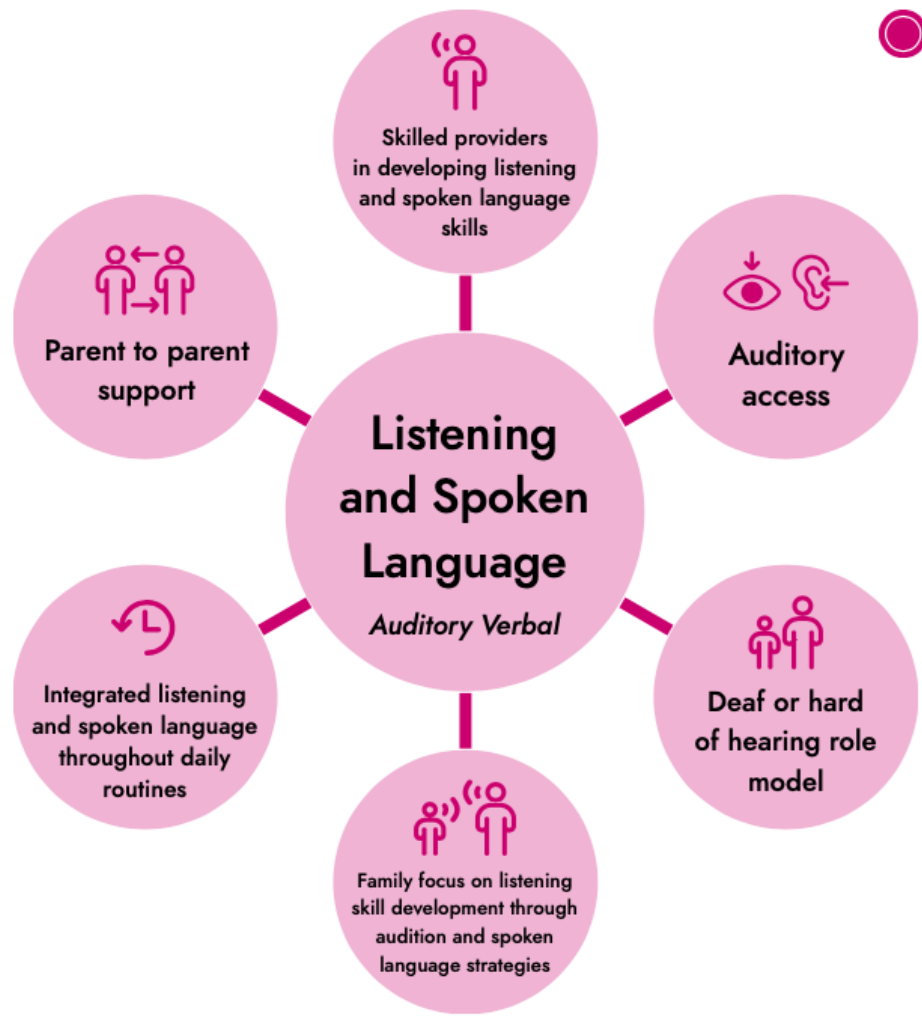
Each group of 3-4 people will get a Language and Communication Approach.

Discuss in your group the benefits/ limitations of that approach (10-15 min).

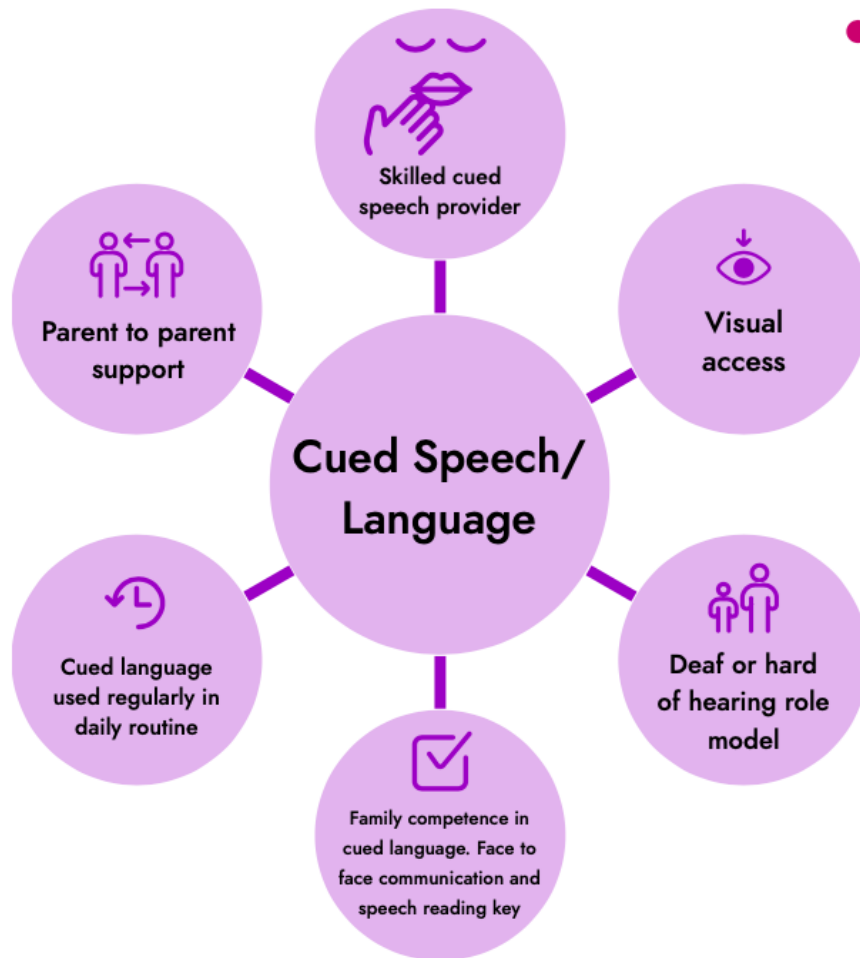
Assume a variety of perspectives- imagine a family you have worked with or scenario where things may be different.

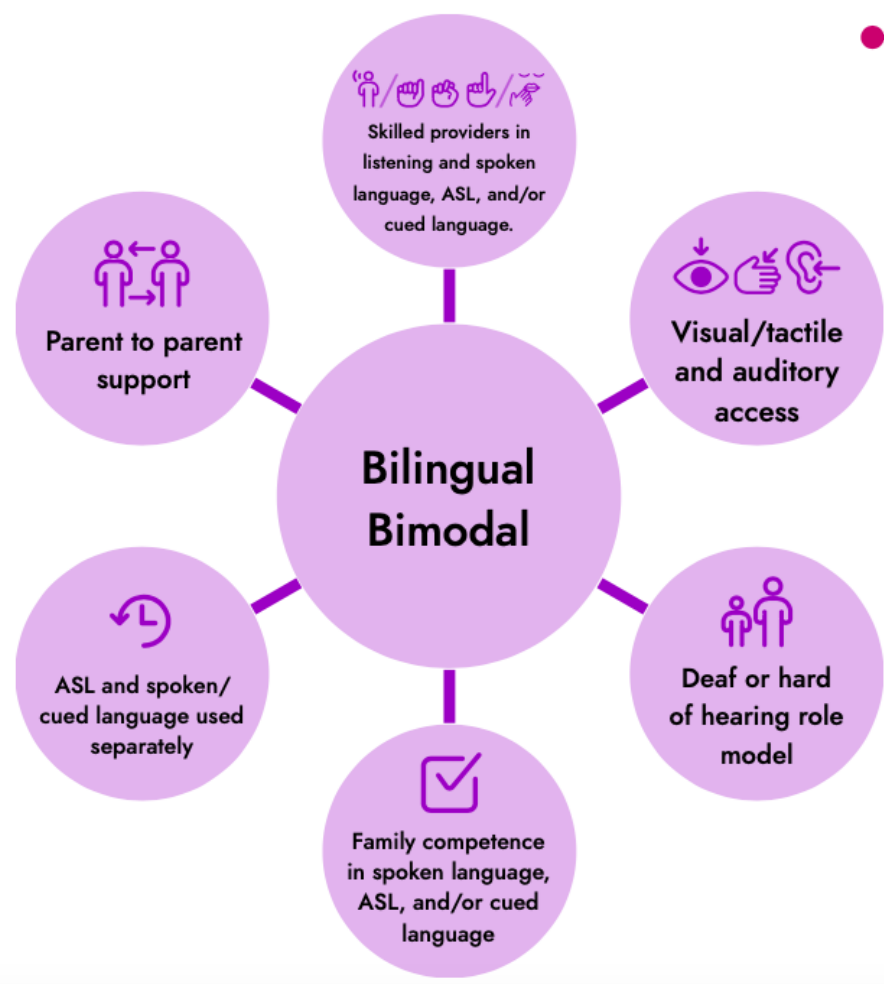


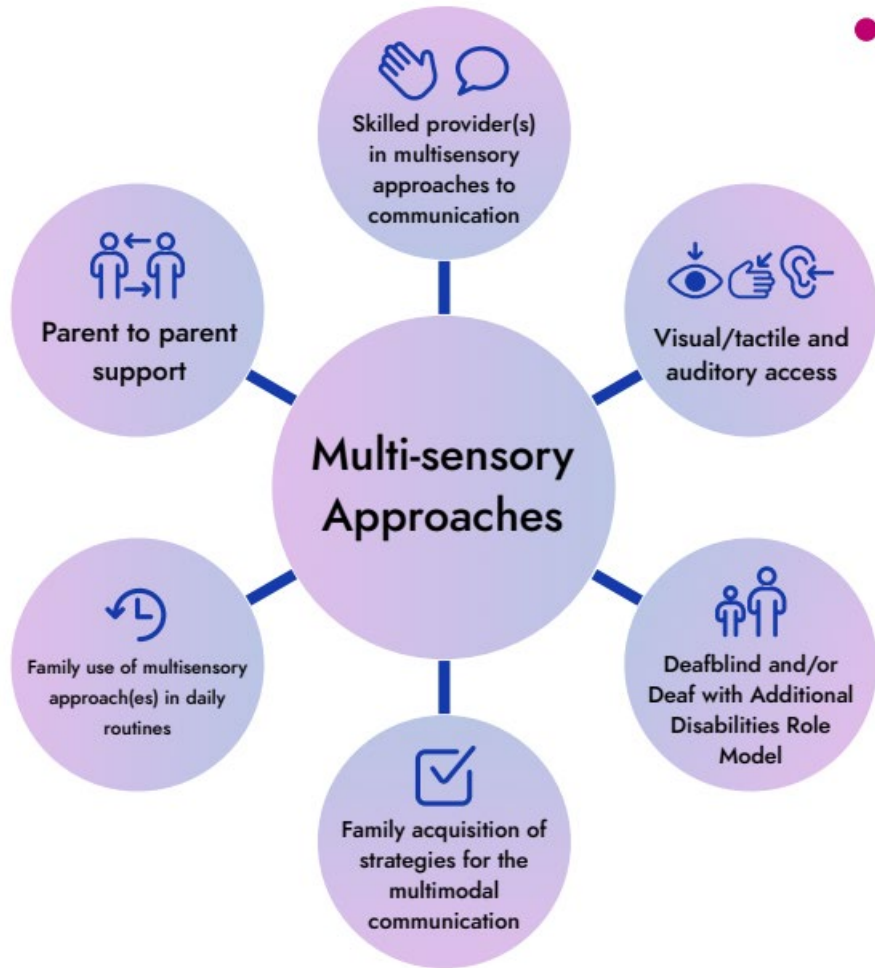












MAINE



Maine Hands and Voices

<https://mainehandsandvoices.org/>

Guide By Your Side- Parent & D/HH Guides

ASTRa- Advocacy Support and Training

Family Events!



Maine EHDI Program: Earliest Interactions

Earliest Interactions is an MECDHH / GBSD program that supports families of children who are Deaf and hard of hearing throughout their journeys, from screening, to diagnosis, to early intervention and beyond. This program is funded by a grant from the Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services.



Family Empowerment & Informed Action

Development of the Language and Communication Plan (LCP)

Implementation of the LCP- IFSP outcomes driven

Services added to support these outcomes

Ongoing assessment every 6m

Use webs to revisit if everything is in place

Use assessment results/ family feedback to reflect and review LCP every 6m.



Language and Communication Plan

Language and Communication Plan for Families with Children Who Are Deaf or Hard of Hearing

Child's Name: _____ Date of Birth: _____

Child's home language and communication

We use the following (check all that apply) as the primary language in our home:

- | Receptive | Expressive | |
|--------------------------|--------------------------|------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | American Sign Language (ASL) |
| <input type="checkbox"/> | <input type="checkbox"/> | English |
| <input type="checkbox"/> | <input type="checkbox"/> | Other: _____ |

Continuum of Language & Communication Opportunities



We have as much information as we would like, at this time, on the following communication opportunities:

- American Sign Language 
- Bilingual Bimodal 
- Cued Speech/Language 
- Listening and Spoken Language (Auditory Oral) 
- Listening and Spoken Language (Auditory Verbal) 
- Manually Coded English Systems (including sign supported speech) 
- Other, please explain: _____



Advantages and limitations of language and communication opportunities

We have considered the personal advantages and limitations of the language and communication opportunities we are exploring for our family.

Yes No







Advantages

Limitations

Personal journey to language and communication

We have identified the language and communication opportunities we would like to pursue with our child at this time.

Receptive Expressive

- American Sign Language (ASL) 
- Bilingual Bimodal 
- Cued Speech 
- Listening and Spoken Language (Auditory Oral) 
- Listening and Spoken Language (Auditory Verbal) 
- Manually Coded English System (incl. sign supported speech) 
- Other, please explain: _____

Statewide resources and supports

We have discussed opportunities to connect with families who have children with varied hearing levels as well as Deaf adults.

- Guide by Your Side Hands and Voices
- Family Events & Playgroups Other: _____

We have identified the following opportunities within natural environments, activities and places for our child to communicate with children and adults who are Deaf or hard of hearing:

- _____
- _____
- _____

Language and Communication Development

The following assessments have been used to monitor the language and communication development of our child.

Date	Assessment
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____



LCP

Filled out by parents

Fluid document

Revisited every 6m with a review language and communication opportunities.

Reflective process with ongoing assessment and perceived progress.

Changes made as needed.

We have reached this decision without pressure from others, personal or professional.

Yes No (if no, please explain)

We have completed and reviewed this language and communication plan.

If at any point you want to discuss, comment, or change this plan, please contact your provider(s).

Date **Parent/Caregiver Signature:**

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

I am comfortable sharing this language and communication plan with:

___ Service Coordinator

___ Service Provider



LCP written WHAT'S NEXT...

Review IFSP

Add outcomes as needed to address what needs to be in place for that approach.

Add services/ change providers as needed to meet family needs.



Ongoing Assessments

- ★ MEISR and MCHAT (as PSP)

Maine's Kindergarten Readiness Legislation

https://legislature.maine.gov/legis/bills/bills_129th/billtexts/SP020401.arsp

Outcomes and Developmental Data Assistance Center for EDHI Outcomes (ODDACE)

- ★ DAYC- Developmental Assessment of Young Children
- ★ Cincinnati Auditory Skills Checklist (if applicable)
- ★ MacArthur Bates (Words & Gestures or Words & Sentences)- Says/Signs
- ★ SKI-HI Language Development Scales - Spoken/Visual Language



Maine's EI Process Summary

Ensure families have:

- Knowledge and resources about ALL language and communication approaches.
- Access to ALL INFORMATION to feel empowered.
- Parent-to-Parent support
- Deaf/Hard of Hearing role models

Family involvement & caregiver-child interactions are two most important factors of success, no matter the approach.

Benefits & limitations to each approach are not static, but dynamic to each family's connection, culture, and values.

Ongoing assessment is essential.



Exploring Language and Communication Opportunities

Advice From Parents



<https://vimeo.com/761194758/ba29c4d72a>





Strategies for Identifying and Including Stakeholders/ Partners

Collaboration and Reflective Practices



Coordinating the Stakeholders/ Partners

- 1) Who are the stakeholders/partners?
- 1) Building Relationships & Trust
- 3) Developing Shared Understanding



Who are the stakeholders?

- Families
- Family Based Organizations
- EI Programs
- EHDI/ Newborn Hearing Program (CDC)
- HRSA
- Deaf Community
- Schools for the Deaf
- Agencies Specializing in Deaf/ Hard of Hearing
- Audiologists
- Hospitals/ Clinics
- Legislators



Stakeholders/ Partners MAINE

Families

MECDHH

Audiologists/
Clinics/
Hospitals

EI Maine

ME Hands
& Voices

HRSA

Legislators

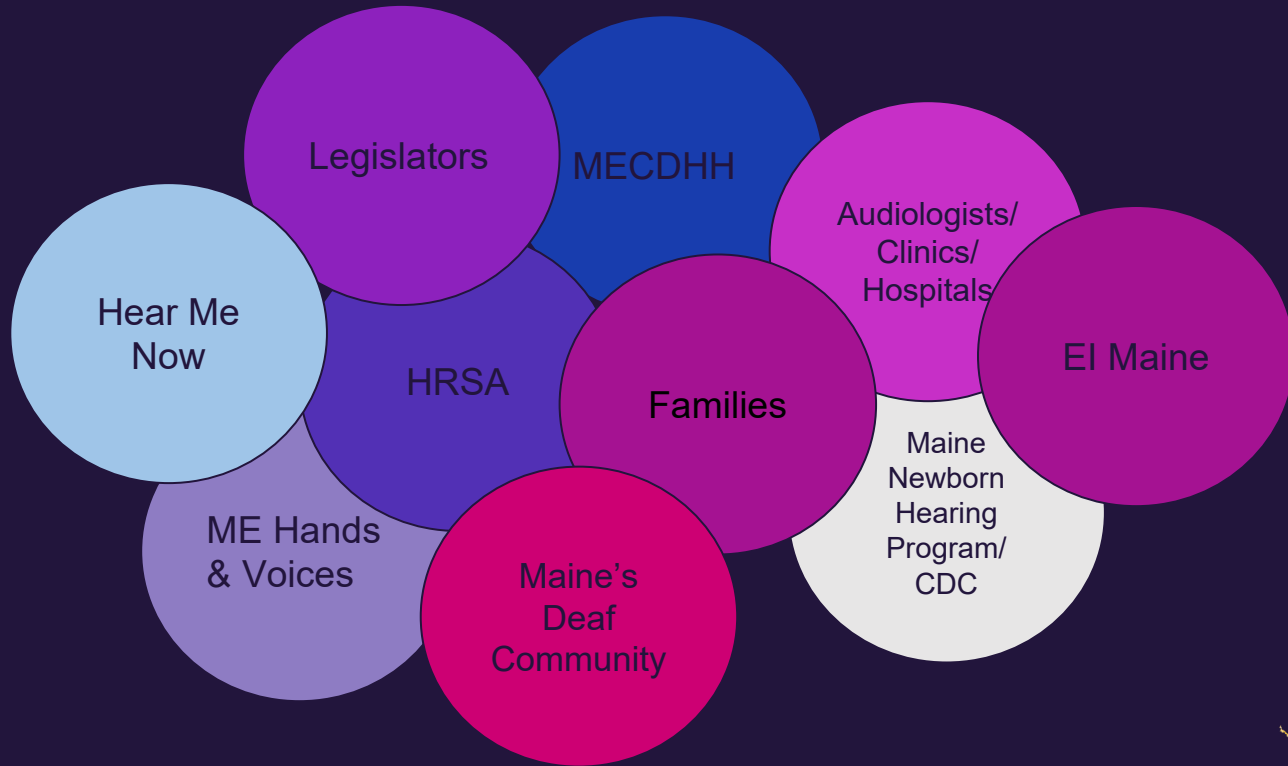
Maine's
Deaf
Community

Hear Me
Now

Maine
Newborn
Hearing
Program/
CDC



Build Relationships/ Trust



How to Build Relationships Leading to Trust

Developing a shared understanding

Ongoing communication, transparency, & respect

Collective resource/ process development

Time



Developing Shared Understanding

Sharing visions and philosophies impacting stakeholders.

Developing a collaborative VISION that connects all.

Defining our roles that support the collaborative VISION.

Support other in their roles.



Ongoing Communication, Transparency, & Respect

Are we sharing information with ALL stakeholders/ partners.

Supported by FCEI primary service provider model with consultation/ joint visitation. Builds provider to provider trust.

Recognizing everyone's strengths that are brought to the system.

Acknowledging perspectives throughout the process.



Collective resource/ process development

K Readiness

Audiology Work Group

CDS MOU

Early Intervention Resources

ELCO Development-
perspectives from the
stakeholders

Video Development

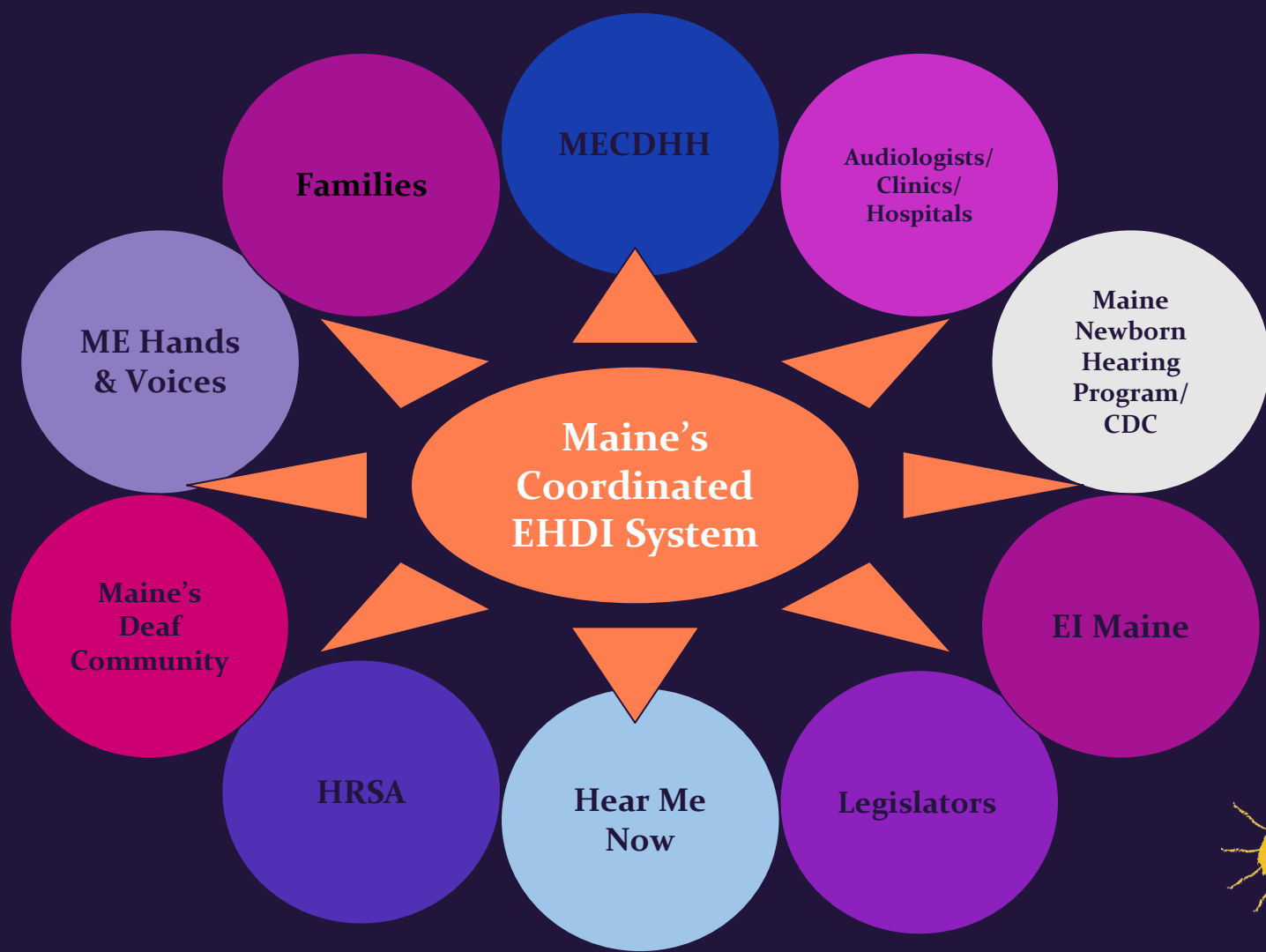
CDS Hearing Screening process



TIME

Building a statewide
system takes time,
patience and
collaboration





Stakeholders Perspectives

Families

Deaf Community

EI- Part C - CDS

Maine Newborn Hearing
Program

MECDHH/ HRSA

Family Based Organization

Other D/HH Agencies

Legislators



WHAT IS
EVERYONE
THINKING???



Stakeholders Perspectives

0-6 months

Families:

- 0-2 months: Feeling shock, overwhelm, incapable, scared.
- 2-4 months: Overextended and fatigued but diving into information.
- 4-6 months: Biggest learning curve with language, information, and next steps. Feeling motivated with slightly more direction even if doubt, indecision, and questions remain.



0-6m

Deaf Community:

Language access

Community involvement

EI Part C:

Primary point of contact

Established condition- referral and timelines for IFSP development and implementation.

Use of PSP model.

Following the MOU with MECDHH.



0-6m

MNHP/ CDC:

Screened 1m

Audiological Follow Up for
Identification by 3m

Data.....

MECDHH/ HRSA:

Focus on parent/child attachment

Screened 1m

Audiological Follow Up for Identification by 3m

Establish IFSP

Begin early process with families

Follow their lead for needs

Parent to Parent Support

Deaf Role Model Support

Ensure understanding of impacts on language access



0-6m

ME Hands & Voices:

Early Parent to parent Support

Early D/HH Guide Support

Family awareness of ME Hands and
Voices Events



Other D/HH Agencies:

Families awareness of services

Consultants for specialized
services

What do the families need?



0 - 6 m

Legislators:

Following the law re:

EI and K Readiness

Awareness of services

Funding needed



Stakeholders Perspectives

6-12 months

Families:

- Learning both a new language and adjusting to new technology like hearing aids or potential CI candidacy appointments.
- Resources for questions I have as new scenarios come up and only the Deaf/HH community and support system can help me.
- Hearing peers are starting to develop language/ need to be reassured we're doing all that we can for our child.



6-12m

Deaf Community:

Language access

Community involvement

Is the child and family signing?

EI Part C:

Completion of LCP

Update IFSP

Ensure Deaf Role model connection

Complete first round of K Readiness Assessments



6-12m

MNHP/ CDC:

Enrolled in EI by 6m

Data.....

MECDHH/ HRSA:

Enrolled in EI by 6m

Complete early process with families

Follow their lead for needs

Ensure understanding of impacts on language access

Complete LCP- adjust IFSP as needed

Assign appropriate providers



6-12m

ME Hands & Voices:

Early Parent to parent Guide
Support

Early D/HH Guide Support

Family awareness of ME Hands
and Voices Events

Other D/HH Agencies:

Family awareness of services

Use as consultants for expertise



6- 12m

Legislators:

Following the law re:

EI and K Readiness

Funding

New legislation needed?



Stakeholders Perspectives

12-36 months

Families:

- Consistent, reliable connections and resources to the Deaf/HH community to not only foster parent relationships but provide opportunities for my child to develop their own identity with other Deaf/HH peers.
- Continued language support, as well as technology support to ensure we are doing all that we can for our child to be ready for social-emotional growth and preschool at age 3.



12- 36m

Deaf Community:

Language access

Community involvement

Are the children and families signing?

Where are the children?

EI Part C:

Review of LCP

Update IFSP outcomes to match LCP and assessment result needs

Complete K Readiness

Assessments every 6m prior to IFSP

Educate & guide through transition from C to B



12-36m

MNHP/ CDC:

Reporting of hearing screening results

Reporting of children late identified as Deaf or hard of hearing

Data.....

MECDHH/ HRSA:

Ensure language access

Complete K Readiness Assessments

Revisit LCP

Update IFSP to match family approach and assessment needs

Parent to Parent Support

Deaf Role Models Support



12-36m

ME Hands & Voices:

Parent Guide Support for transition C to B

D/HH Guide Support

Family awareness of ME Hands and Voices Events

Other D/HH Agencies:

Family awareness

Use as consultants for expertise

Transition needs



12-36m

Legislators:

Following the law re:

 EI and K Readiness

 Part B Eligibility Process
 followed

Funding needed?

Additional legislation needed?

Awareness of programming



How to create a better system?

Impact of One.....

Begin the conversation

Be open to change

Family Based Organization support

Deaf Community Involvement

Diversify support opportunities- home base, community, telehealth options.

Patience & Persistence



WEB of Stakeholders in Your State

Who are your Stakeholders?

What is the strength of your connection? What is already being done to foster a coordinated system?

List 2-3 steps to improving connections for systematic collaboration with stakeholders.





What works? What may not?

What are your blocks to collaboration and
inclusion of stakeholders?



Self Reflection- Know Yourself

What makes you feel energized/drained?

What makes you want to laugh/cry?

What makes you feel empowered/weak?

What makes you uncomfortable, short tempered, easily frustrated?

What makes you shut down or put a wall up?

Awareness of what you are bringing to the table.

What are your limits personally/ philosophically?



Awareness

Transformative
Social and Emotional Learning

Self-Awareness

I can!

I can identify what emotion I am experiencing and understand how my thoughts and emotions can influence the way I act.

We can!

We can acknowledge that we all have feelings, emotions, and thoughts based on our identities and experiences that are important and need to be heard. These feelings and emotions lead to behaviors that affect each and every one of us.



Reflection

What you just did was a personal “check in”

This is a good tool to take inventory of how you are feeling and how you are handling a situation



Team Reflection - Know Your Visions

Regular Meetings

Annual Retreat

Revisiting best practice documents

Identifying and aligning responses with strategic plans/ work plans

Continuous reflection on perspectives



The concept of a Journey



Creating a system that is malleable and open to change



The Journey Starts with You

Action Plan

Step 1:

Step 2:

Step 3:

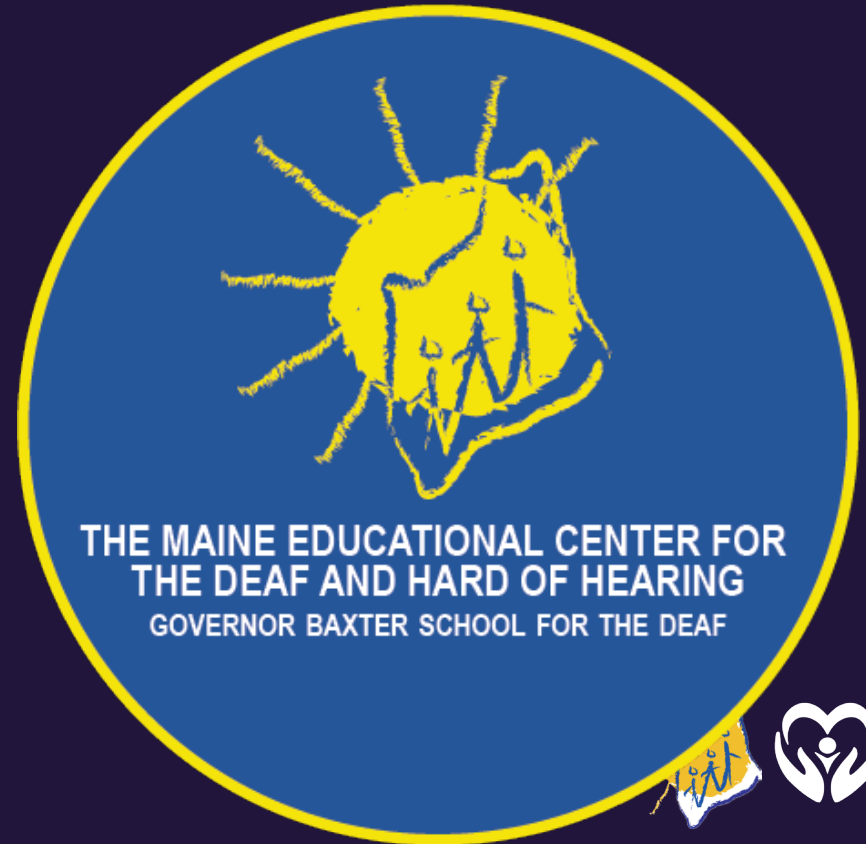


QUESTIONS?

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THE MAINE EDUCATIONAL CENTER FOR
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GOVERNOR BAXTER SCHOOL FOR THE DEAF



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