

SUCCESSFUL STATE COLLABORATION BETWEEN EHDl & EARLY INTERVENTION (PART C): STRATEGIES, RESOURCES, & TOOLS

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EARLY HEARING DETECTION & INTERVENTION (EHDI) REQUIREMENTS

EHDI requirements have expanded tremendously over the past 25 years:

- Screening Targeted Populations → Universal Screening
- Diagnostics
- Referral to Early Intervention
- (Integrated) Data Systems and surveillance to 36 months of age
- Family Support Programs → Link to Parents to other Parents and Adults who are Deaf/Hard of Hearing (DHH)
- Plans, Plans, and more Plans (e.g., Sustainability Plans, Diversity Plans)
- Expanded Screening up to 36 months of age
- Language acquisition/outcomes for infants and toddlers who are deaf or hard of hearing (DHH)

You CANNOT do this work ALONE!

PRESENTATION TOPICS



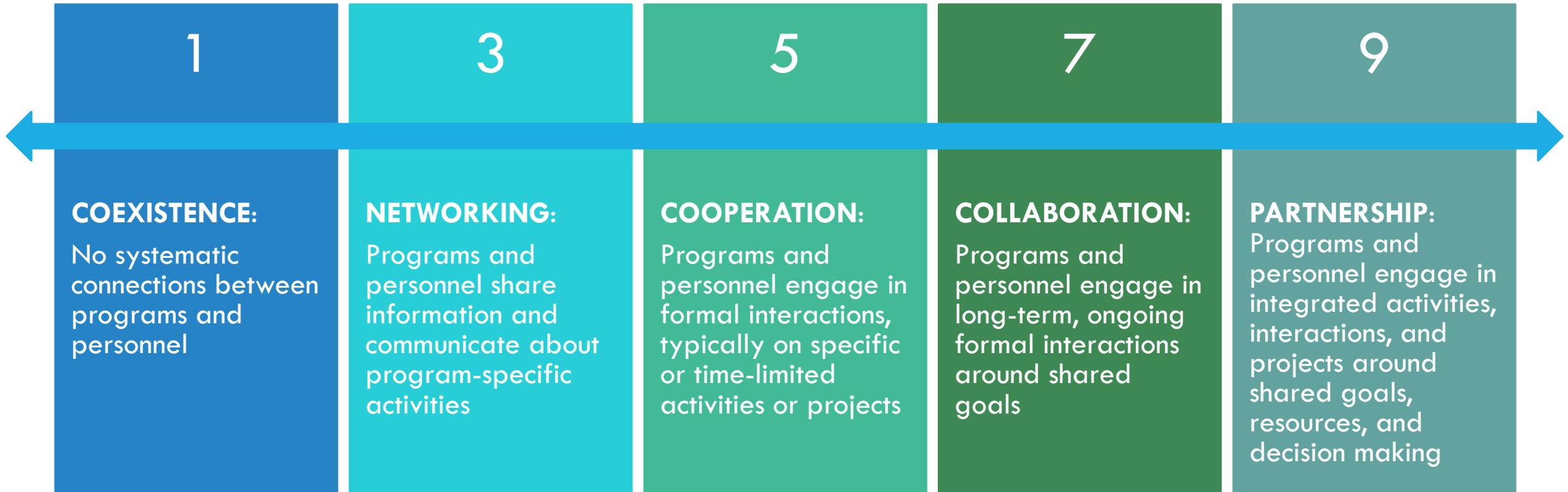
Partnership Continuum



Resources & Tools



Examples of Successful State
EHDI-EI Collaboration



Derived from <http://www.waitakere.govt.nz/ourpar/pdf/potentialofpartnership.pdf> and Hands & Voices: The Partnership Continuum – Team Reflection and Planning for the Future

PARTNERSHIP CONTINUUM

COLLABORATION CONTINUUM: REFLECTION

Where do you believe you are on the partnership continuum?

- What are you doing well that other teams could learn from?
- What barriers or challenges have you encountered?

What strategies can you use to move to the next level on the continuum?

- What will help your team to move to the next level on the partnership continuum?
- What barriers or challenges could make it difficult for your team to advance to the next level on the partnership continuum?

What steps can you take to sustain and spread successful partnerships?

ONLINE RESOURCES

ECTA Center hosts information and resources developed by the *National EHDI Outcomes Committee*:

<https://ectacenter.org/topics/earlyid/ehdi.asp>

- Data Sharing Partnerships Improve Systems
- Data Sharing Agreement Template: Examples from the Early Hearing Detection, and Intervention Program (EHDI) and Early Intervention Programs
- Data Sharing Agreement Checklist: Early Hearing Detection, and Intervention Program (EHDI) and Part C

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Early Hearing Detection, and Intervention Program (EHDI) and Early Intervention

Data Sharing Partnerships Improve Systems

Partnerships between the Early Hearing Detection and Intervention (EHDI) program and Part C of the Individuals with Disabilities Education Act (IDEA) program can support and improve outcomes for children who are deaf or hard of hearing (DHH) and their families. Collaboration between these programs is specified in the IDEA Part C Regulations [34 CFR §303.302\(c\)\(1\)\(i\)-\(j\)](#), and strengthened in [P.L. 115-71, EHDI Act of 2017](#).

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Data Sharing Agreement Template: Examples from the Early Hearing Detection, and Intervention Program (EHDI) and Early Intervention Programs

This template provides users with examples of components, descriptions, and language to use for data sharing agreements and memoranda of understanding (MOU) between service providers for children who are deaf and hard of hearing.

[Read Online](#) [Download PDF](#)

Data Sharing Agreement Checklist: Early Hearing Detection, and Intervention Program (EHDI) and Part C

This checklist has been developed by the EHDI Outcomes Committee as a resource for state Part C and EHDI staff to use as they develop Data Sharing Agreements, consistent with the federal requirements under the Individuals with Disabilities Education Act (IDEA) and Family Education Rights and Privacy Act (FERPA).

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Produced in collaboration with:

ecta **DaSy** **NCHAM**

The contents of this document were developed:

- Under a grant, #H3732190002, and a cooperative agreement, #H326P170001, from the Office of Special Education Programs, U.S. Department of Education.
ECTA Center Project Officers: Meredith Miceli and Amy Bae
- Under a cooperative agreement funded in part by the Maternal and Child Health Bureau (MCHB) of the Health Resources and Services Administration (HRSA) as part of award U52MC04391.

However, the content does not necessarily represent the policy of, official views or an endorsement by the U.S. Department of Education, or the Department of Health and Human Services.

The ECTA Center is a program of the EPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P220002 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the Department of Education's position or policy. Project Officer: Julia Martin Elle

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ADDITIONAL ONLINE RESOURCES

The National Center for Hearing Assessment and Management (NCHAM) provides additional information regarding data sharing agreements and memoranda of understanding between Part C and EHDI programs, as well as examples of state data sharing agreements:

<https://infanthearing.org/privacy/data-sharing-partnerships.html>

NEW RESOURCES: COLLABORATIVE MEETING GUIDANCE

Guidance document was developed to provide flexible guidance for holding collaborative meetings on a variety of topics:

- Understand Programs and Systems
- Improve the Referral Process
- Expand Hearing Screening for Children Up to Age Three to Increase Identification of Children with Late Onset Hearing Loss
- Professional Development for Healthcare and Intervention Providers
- Improve Coordination of Services
- Share Data on Outcomes
- Use Data to Drive Improvement Efforts

COLLABORATIVE MEETING GUIDANCE

Meeting Purpose & Expectations

- Purpose, Outcomes, When this meeting would be helpful

Partners to Invite

- Consideration and possible attendees

Meeting Preparation

- Soliciting input, sharing information, preparing for the meeting

Meeting Topics & Tools

- Sample agenda, discussion questions, and activities

Next Steps

MEETING TEMPLATE 1 Collaborative Meeting to Understand Programs and Systems (Mary Ellen Whigham)

What is the purpose and expected outcome of this meeting?

Meeting Purpose

This collaborative meeting is an introductory gathering of representatives of key programs and systems to ensure all parties understand the various programs, their requirements, their services and scope, and their processes related to children who are Deaf/Hard of Hearing (DHH).

Meeting Outcome

The main outcome is for all participants to emerge with a *shared understanding of the programs, personnel, and operations* in the systems related to children who are DHH.

When would this meeting be helpful?

This collaborative meeting may be helpful when key leaders (e.g., EHDI Coordinator or Part C Coordinator) or program personnel have recently changed, if new programs or projects are initiated, or a program or part of the state system has been newly organized or reorganized.

Who are the best partners to involve?

Considerations

- What are the key programs or systems in your state?
- Who has a key role in those programs or systems?
- Who are champions for the programs or systems or others willing to be involved?
- Who is knowledgeable about their program or system?
- Who can leverage their program or system?
- Who is or will be impacted by these programs or systems?
- Who has access to potentially needed resources?

Possible Attendees

- EHDI Coordinator and other EHDI personnel
- Family Based Organizations (e.g., Hands & Voices), Family Support Agency representatives, and other parent leaders.
- Part C Coordinator and other Part C personnel
- Healthcare providers (e.g., Audiologists, Pediatricians)
- Head Start/Early Head Start representatives.
- Home Visiting program representatives
- Other Community partners

What preparation is needed before the meeting?

Soliciting Input

- Ask invited participants to identify other key partners to invite or encourage them to invite other relevant participants.
- Determine what participants already know or want to know about participating programs or systems through a brief survey or needs assessment.

Sharing Information

- Share a draft agenda and ensure each program or system representative has time to describe their program or role.
- Share relevant documents from each participant, such as agency purpose and mission statements, description of services or supports they offer for infants and toddlers, etc.

Preparing for the Meeting

- Decide whether the meeting will be in-person, virtual, or hybrid.
- Arrange communication access for all participants.

What topics to discuss during the meeting?

Program Overview

- What is the name, purpose, and organization of each program or role?
- What are the guiding regulations or national standards?
- What privacy rules or regulations apply to your program and/or organization?
- What is the funding source(s) and limitations?
- What are the general procedures for each program or role?
- Do a chart from birth to school age, where does each program or role intersect with families?
 - *(Optional Timeline Activity: Create a timeline labeling one end as "BIRTH" and the other as "SCHOOL ENTRY". Provide each participating program or role a different colored marker or sticky notes. Have them place them indicate on the timeline when their program or role will intersect with children and families.*

Screening and Diagnosis

- Review the following:
 - JCH recommendations (D-3-6)
 - ASHA/AAA professional practice guidelines
 - State rules for screening and diagnosis
 - Rule(s)/protocols for other screening partner(s) (e.g., midwives, Early/Head Start, school nurses)
 - Grant requirements and activities
- What screenings procedures are used? When? By whom?
- What diagnostic procedures are used? When? By whom?

Other

- What, if any, misconceptions exist about EHDI and Part C that need to be addressed and how can that be accomplished?
- What, if any, overlapping responsibilities and shared goals can be identified?

How will the participants move forward?

Next Steps

- Who else needs to be at the table?
- What additional communication or messages are needed?
- What resources we can share now or send later?
- Where are things going well? Where are the bottlenecks?
- What overlapping responsibilities and shared goals can be worked on collaboratively?
- What strategies might we implement first?
- What is the timeframe expected for addressing agreed upon actions?

Sample Agenda: Understand Programs and Systems

Time	Agenda Topic	Facilitator
	Welcome and Introductions	Host Program
	Brief Program/System Overview	All Participants
	<ul style="list-style-type: none"> • Lead Organization and Staffing • Key Partners • Workflow/Process/Procedures • Key Outcomes 	
	(Optional) Timeline Activity	All Participants
	Screening and Diagnosis	EHDI Personnel
	Early Intervention	Part C Personnel
	Family Support	Family-Based Organization
	Early Childhood/Community Partners	Early Childhood Partners
	Data	
	Personnel	
	Overlapping Responsibilities and Shared Goals	
	Next Steps	

SUCCESSFUL STATE EHDl-EI COLLABORATION: ALABAMA EHDl AND EARLY INTERVENTION



Collaborative training partners: EHDI, EI (Part C), Hands & Voices (FBO)

Training recipients: nurses, midwives, EI providers, school for the deaf and blind staff, SLPs, and others who work with DHH children

Training/Workshops topics: deafness/Deaf culture, screening procedures/use of screening equipment for late onset screening, and referring children to EI

Ongoing learning: Community of Practice for EI and partners specialized in language development, parent supports, and Deaf Culture

Accessing training: Support EI providers to enroll in ASL classes and to attend annual EHDI Conference

**SUCCESSFUL STATE EHDI-EI COLLABORATION:
SHARED TRAINING / PROFESSIONAL DEVELOPMENT**

Data sharing arrangements: formal interagency/interagency agreements addressing data sharing, security, storage, and destruction

Data sharing: tracking newborns for enrollment in EI by 6 months, dates of IFSPs and service starts, EI exits, and EI child outcomes

Shared Unique Identifier: Child ID numbers assigned by education to follow children who are D/HH from initial diagnosis through high school

Integrated data systems: Statewide integrated child health information system supports the sharing of EHDI and EI data among authorized users for referrals and care coordination.

SUCCESSFUL STATE EHDI-EI COLLABORATION: DATA SHARING & INTEGRATED DATA SYSTEMS

Risk Screening: EHDI and EI jointly developed a Hearing Milestones Checklist which EI programs use annually with all enrolled families to identify children to be referred for an audiologic evaluation

Expanded Screening: EHDI and EI embed hearing screening as a routine practice with all children referred to and/or enrolled in the EI Program (even if the child passed newborn hearing screening).

Diagnostic Evaluations & Audiology Services: EHDI supports infant assessments through use of a mobile bus and tele-audiology

Sharing Hearing Screening Equipment: EHDI or EI purchase hearing screening equipment for EI providers to conduct ongoing screening (up to 36 months), EHDI tracks equipment and training status

SUCCESSFUL STATE EHDI-EI COLLABORATION: COLLABORATIVE SCREENING & EVALUATION

Collaborative training for families: EI, EHDI, and Hands & Voices provide training for parents of children who are D/HH.

Collaborative resources and training on family engagement: EI, EHDI, and Hands & Voices provide resources and training to EI providers on family engagement strategies.

Parallel Family Support Program: EI and H&V partner for family support. With consent, H&V shares information with EI. H&V consultant support family engagement while EI provides services

Joint Visits: EHDI-supported D/HH adult role models conduct joint visits to families with EI providers.

SUCCESSFUL STATE EHDI-EI COLLABORATION: FAMILY ENGAGEMENT

Advisory Committees: EI and EHDI representatives participate in each others advisory committees and activities

Joint Planning/Teaming: EI team collaborates with EHDI and a SLP experienced in working with children with hearing loss to plan appropriate services.

Other Services: EI attends diagnostic audiology appointments with the family to provide support and share observations of the child's functional auditory skills with the audiologist.

Joint Service Delivery: EI services provided by School for the Deaf and Blind in coordination with the EHDI program

SUCCESSFUL STATE EHDI-EI COLLABORATION: SHARED DECISION MAKING & SERVICE DELIVERY

DOs

Looking at the collaborations and number of partnerships you have and could have to make things happen.

Understanding that everyone wants to do the best for families, but they are often limited by the data they can share freely across programs.

DON'Ts

Don't take a passive role in assuming the collaborations and partnerships will develop. You may have to repeat the message several times.

Don't make assumptions that others know what you do and why you don't do other things.

SUCCESSFUL STATE EHDI-EI COLLABORATION: DOS & DON'TS

DISCUSSION QUESTIONS



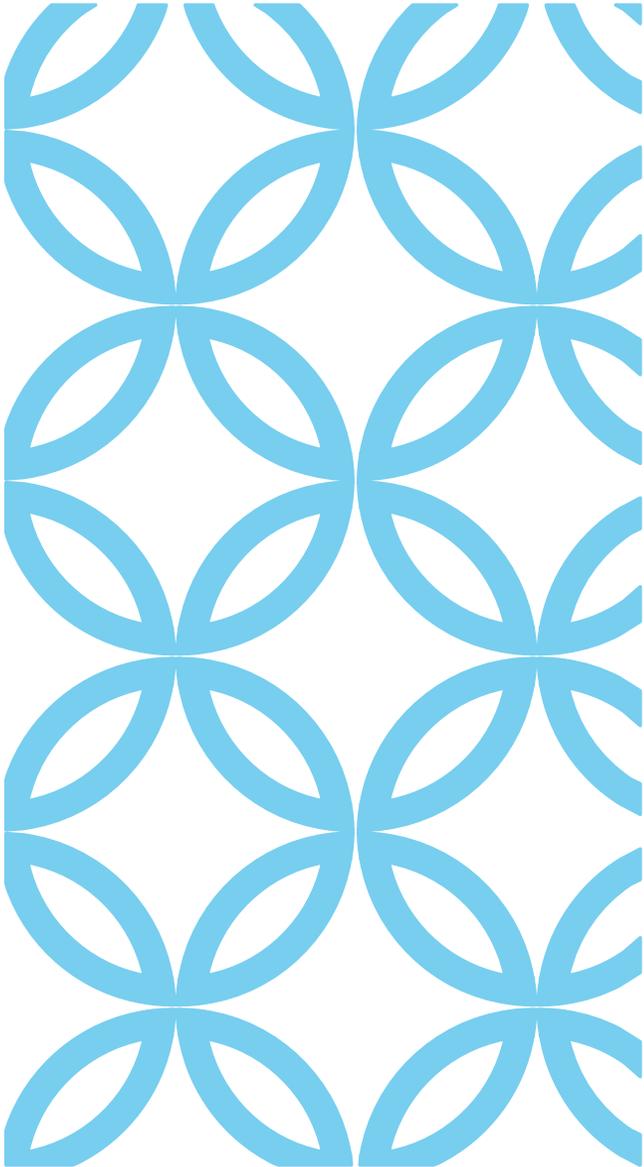
What successes and challenges have you experienced in collaboration between EHDI and Part C?



What questions do you have for the presenters?



What questions do you have for each other?



National EHDl Outcomes Committee:

State EHDl and Part C Coordinators and/or staff

Federal agency representatives from CDC/NCBDD EHDl Program, HRSA, and OSEP

National technical assistance center representatives from NCHAM, Hands & Voices FL3 Center, ODDACE Center, ECTA Center, and DaSy

THANK YOU