



North Dakota's Journey from Co-Existing to Collaborating, Focusing on Language Acquisition

A Partnership between:

**North Dakota Early Hearing Detection & Intervention
North Dakota Department of Health & Human Services
North Dakota School for the Deaf**

Objectives



Participants will gain insight into collaborative actions taken to coordinate system enhancements.



Participants will be able to identify two actions to implement for better systems coordination.

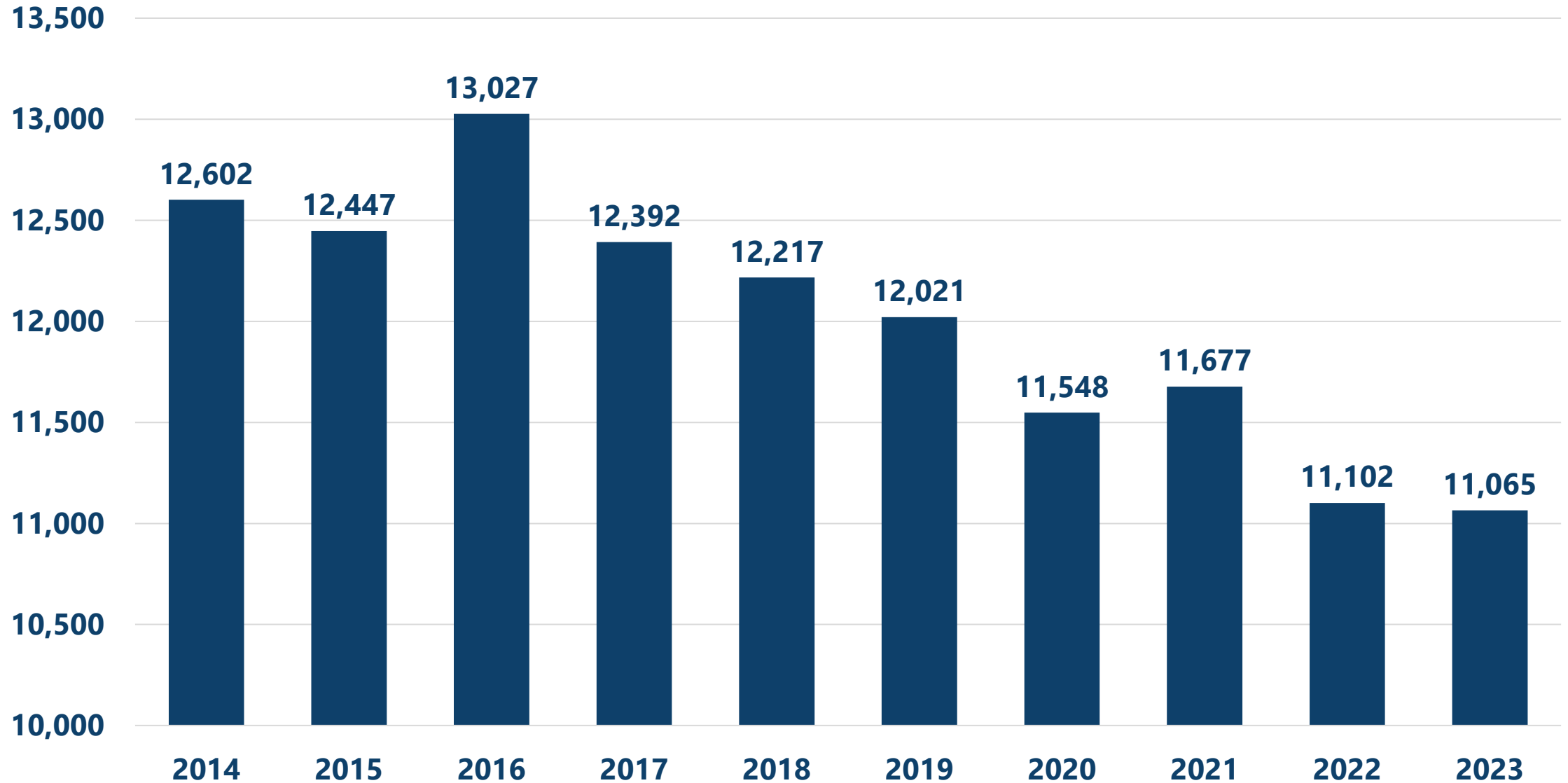


Participants will be able to list two key activities necessary to create systems changes when working across organizations.



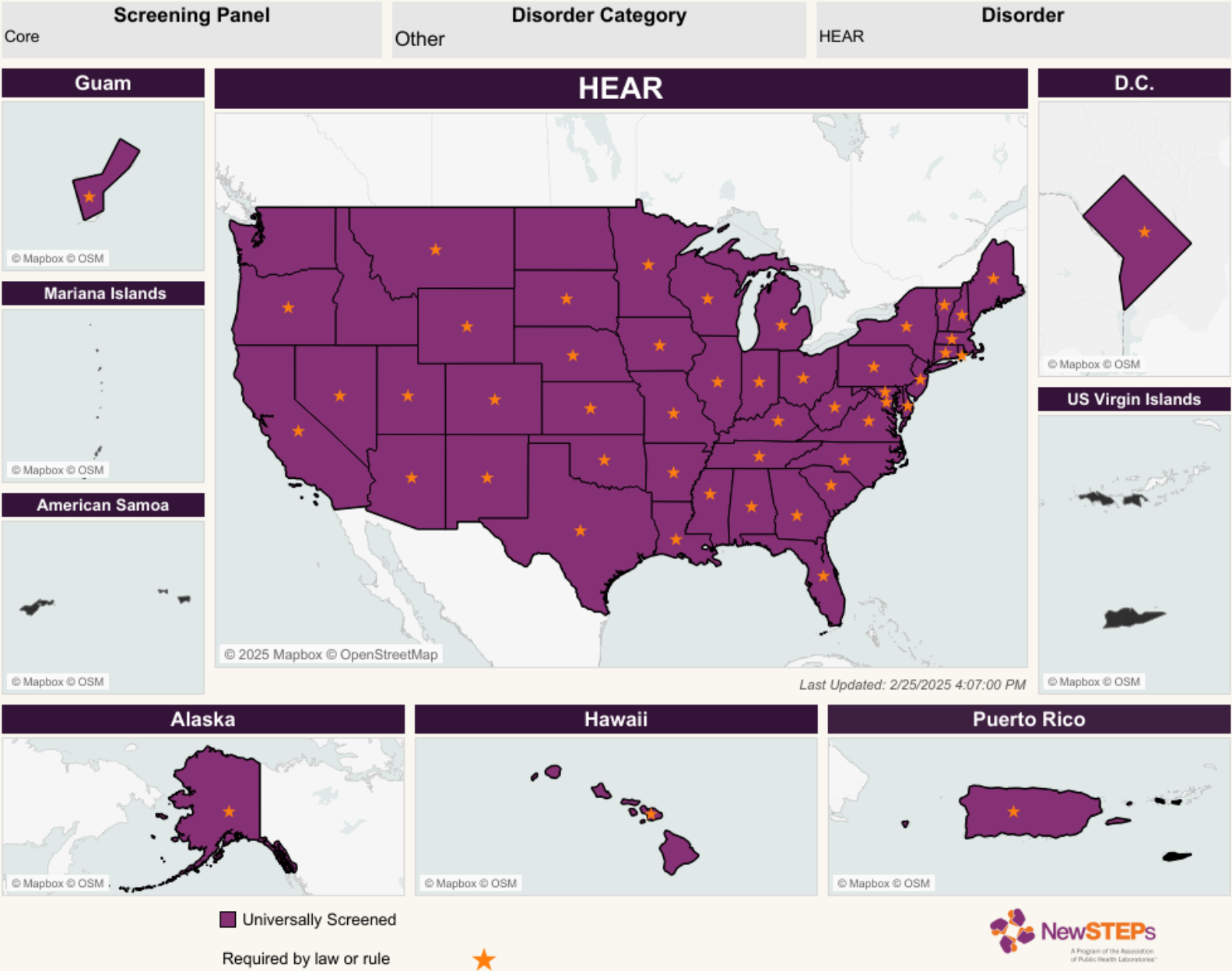
North Dakota Fun Facts

North Dakota Occurrent Birth Rate



Hearing
Screening &
Reporting is
NOT
Mandated
in ND

Disorders Screening Status Map



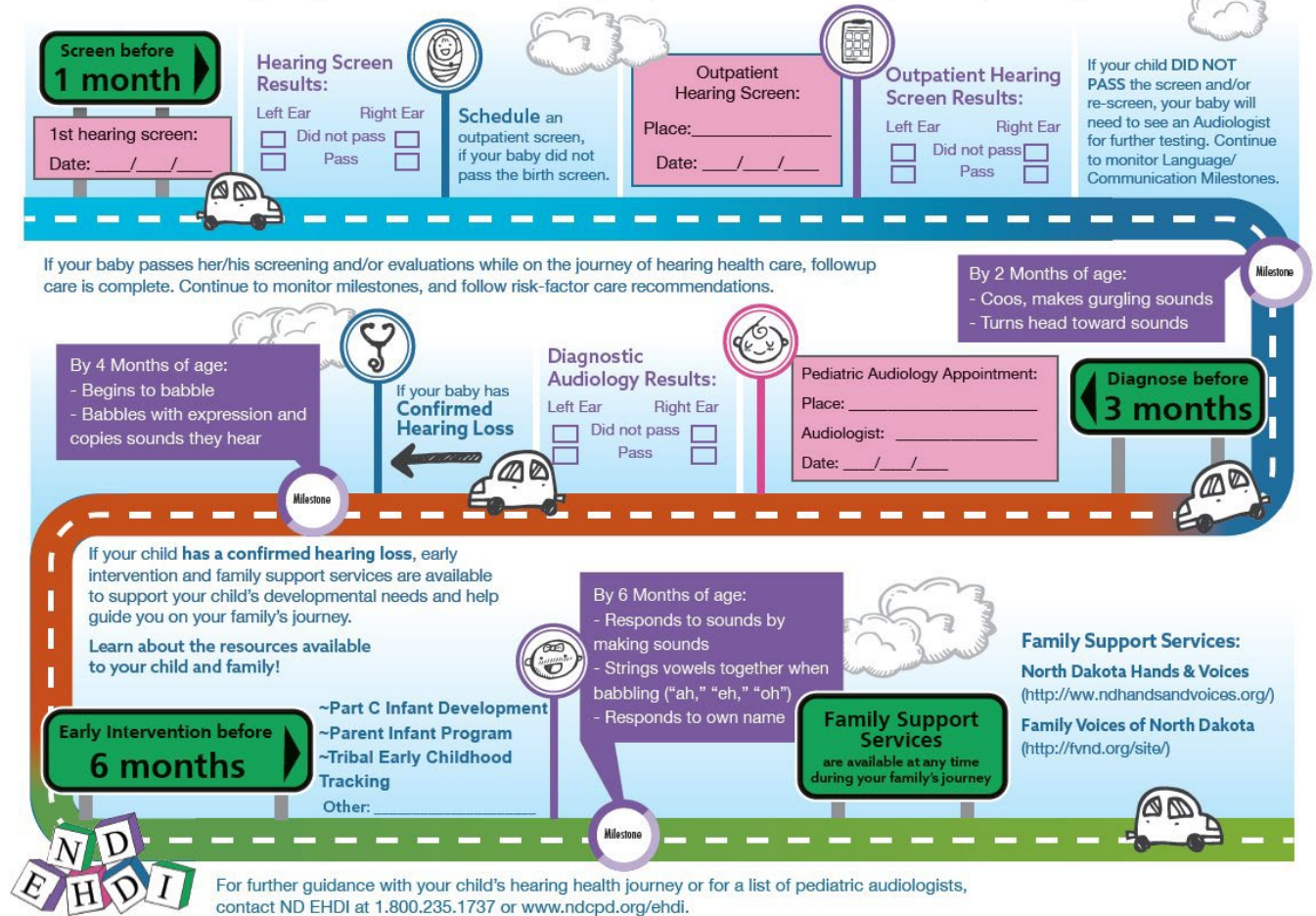
ND EHDI System Overview

Current Landscape:

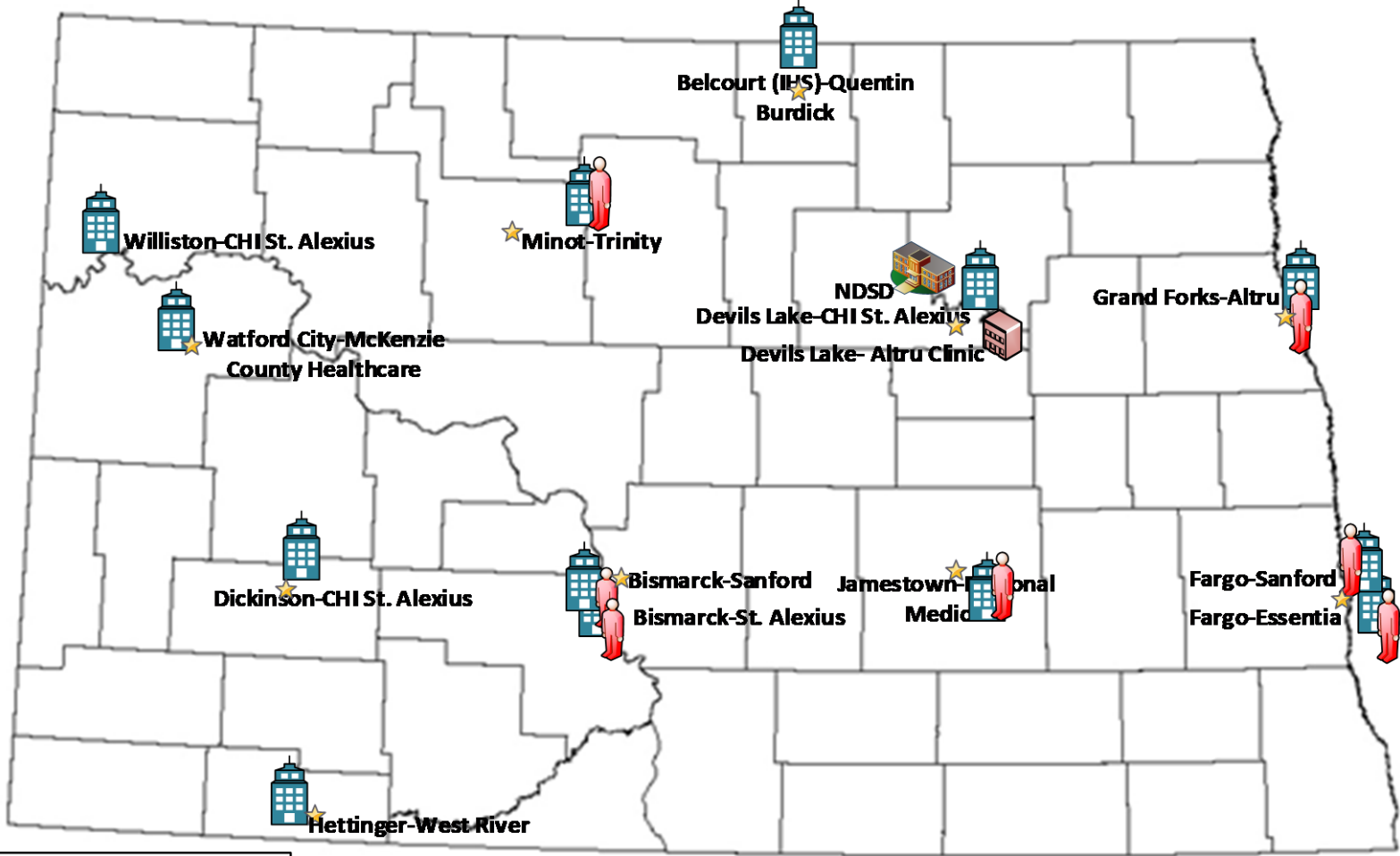
- Location: ND EHDI program at MSU/NDCPD and is Bona fide agent for the State of North Dakota
- Funding: HRSA and CDC funding to support activities
 - Supplement funding
 - Innovation project

North Dakota Infant Hearing Road Map

The ND Early Hearing Detection & Intervention Road Map is a quick reference on the "next steps" for complete hearing health care.



NORTH DAKOTA

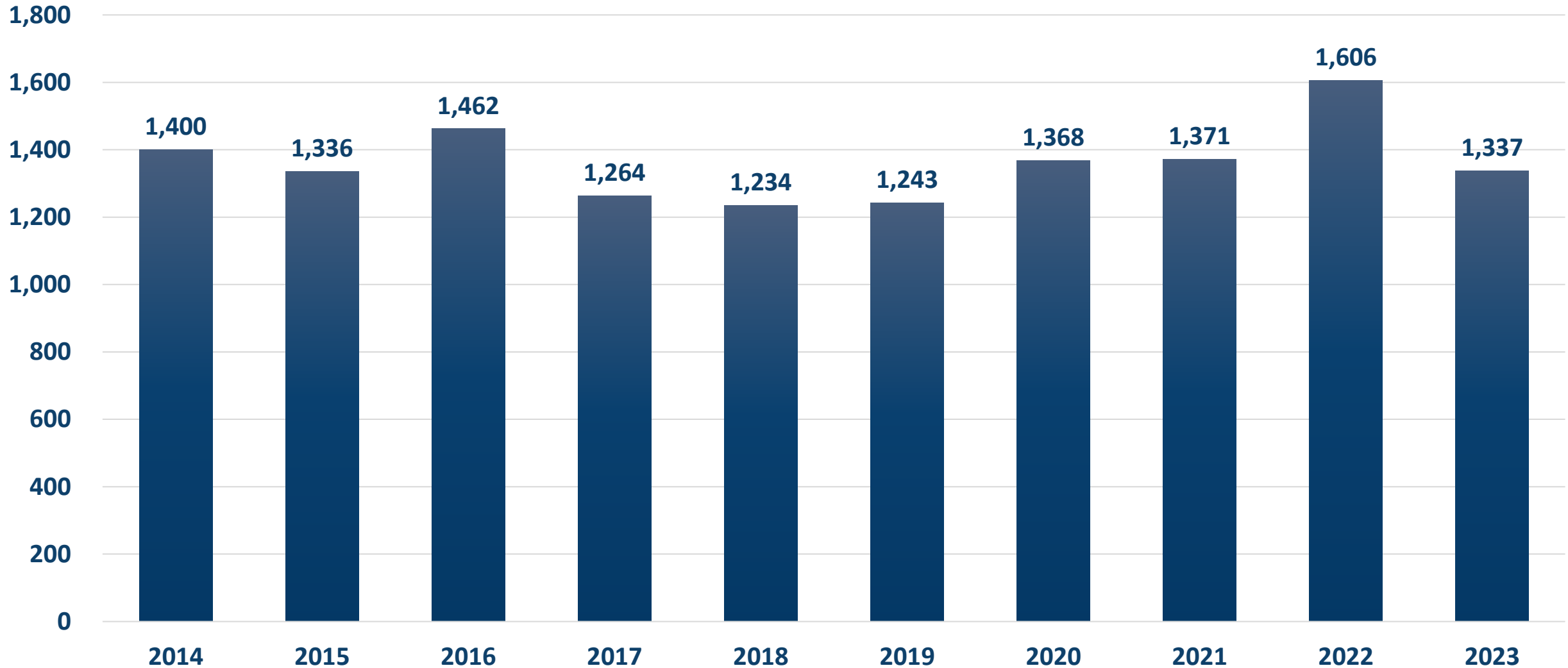


 Birthing Facility

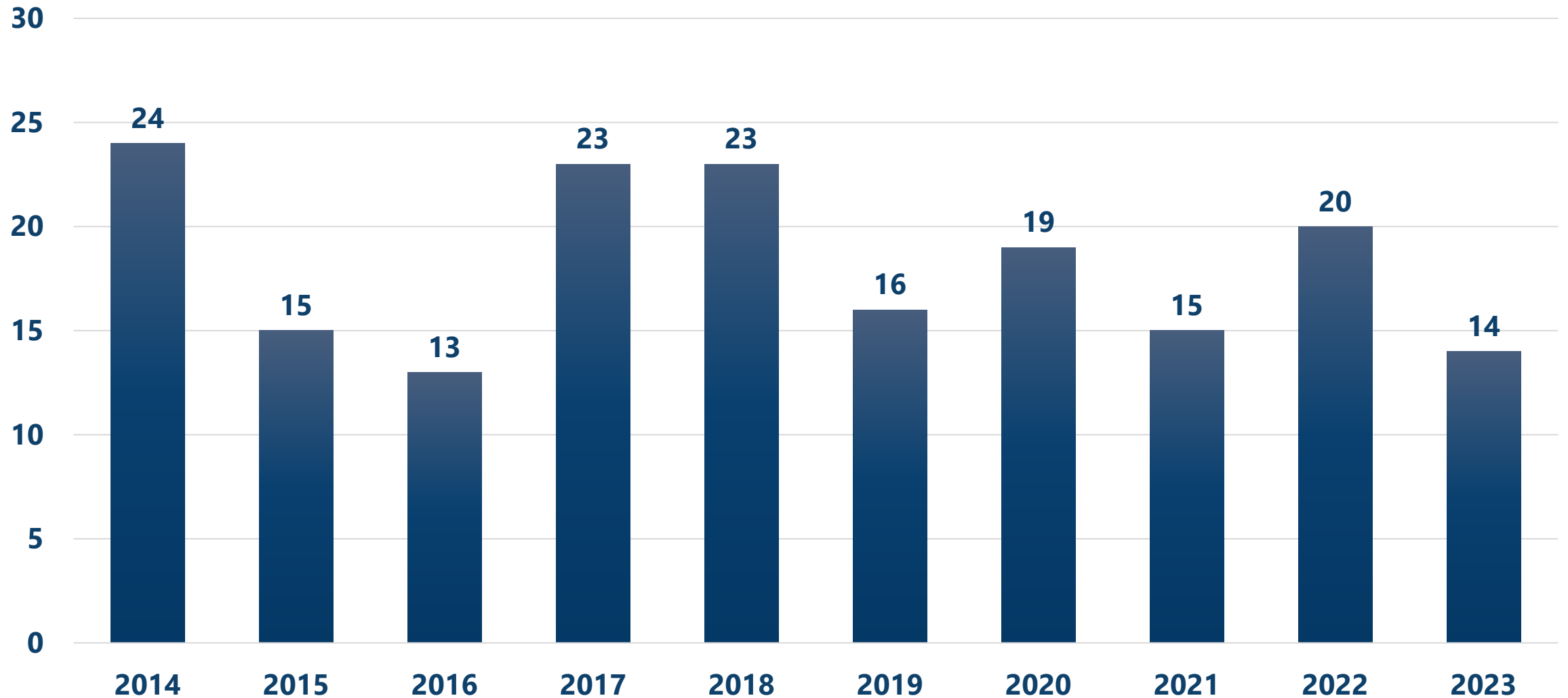
 Diagnostic Audiologist



Failed Birth Hearing Screening



Confirmed Hearing Loss Cases



A photograph of two young children running away from the camera down a paved path in a park. The child in the foreground is wearing a white shirt and blue overalls, while the child further ahead is wearing a light blue shirt and white shorts. The path is lined with trees and lampposts, creating a sense of depth and movement.

***When you need to innovate, you need
collaboration.***

Marissa Mayer

Shifting from Co-Existing to Collaborating

In 2023, ND EHDl applied for supplemental funding to support language acquisition, focusing on:

- Reassessing past activities and goals
- Strengthening collaboration
- Enhancing communication
- Aligning efforts toward shared objectives
- Improving efficiency



EHDI Supplemental Funding Project



Stakeholder meetings
to address language
acquisition



Discussed aspects of
language acquisition: how,
what, where, and when



Conducted a survey
of all EHDI
stakeholders



Identified key champion
stakeholders for the
National EHDI Conference



Education, Education,
Education



Created a small subgroup
of Stakeholder Leaders

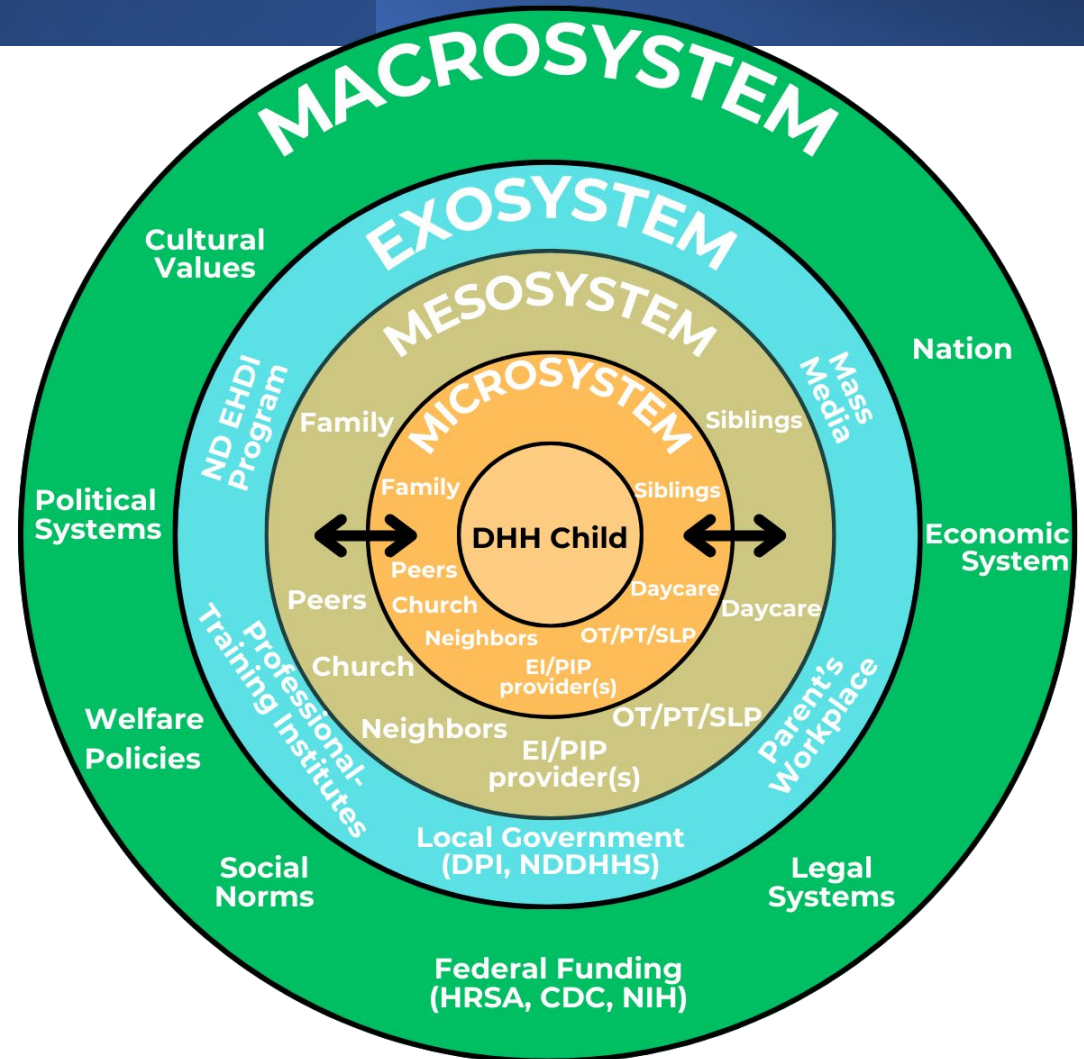
Results from ND EHDI Stakeholder Survey

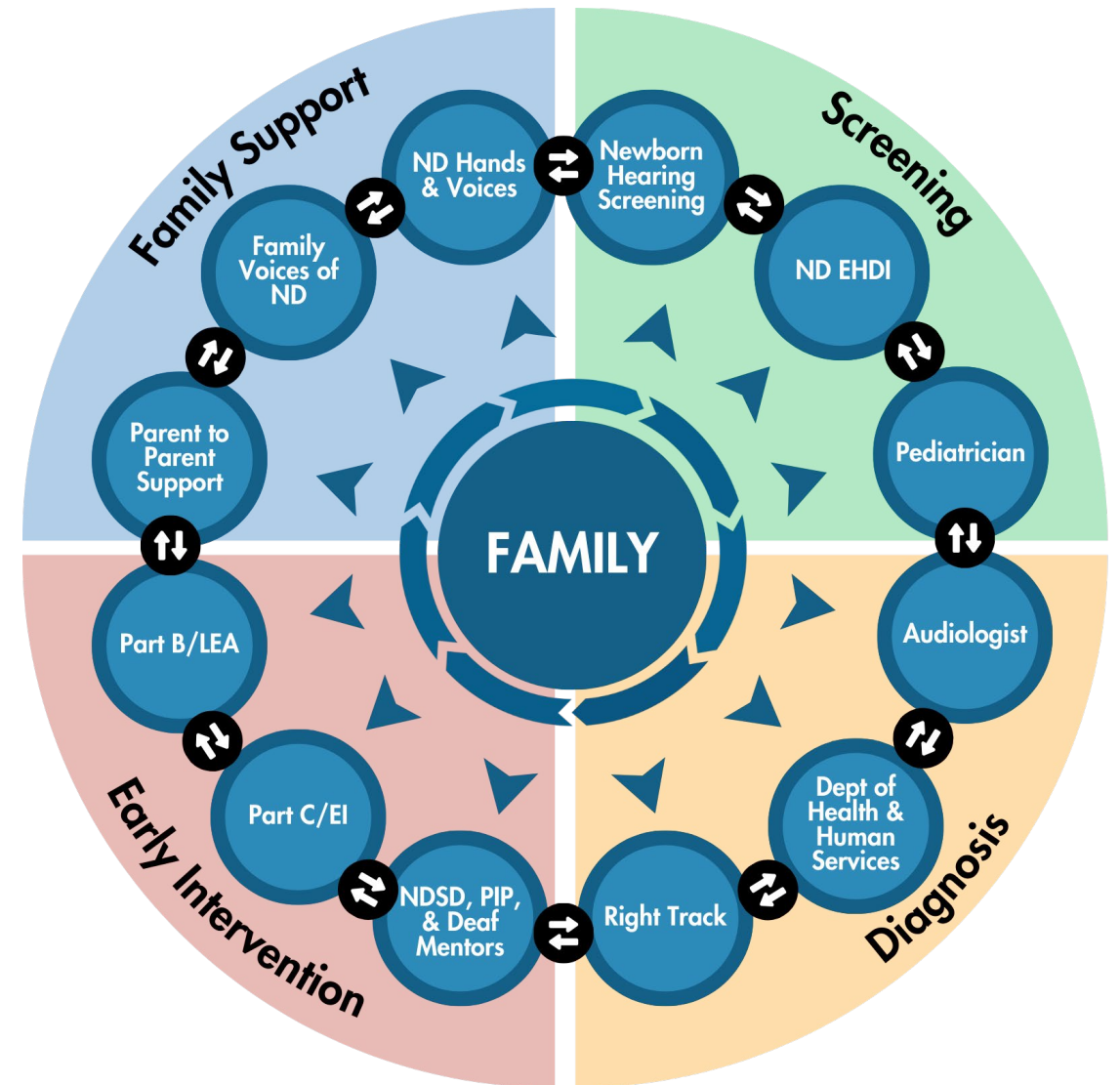
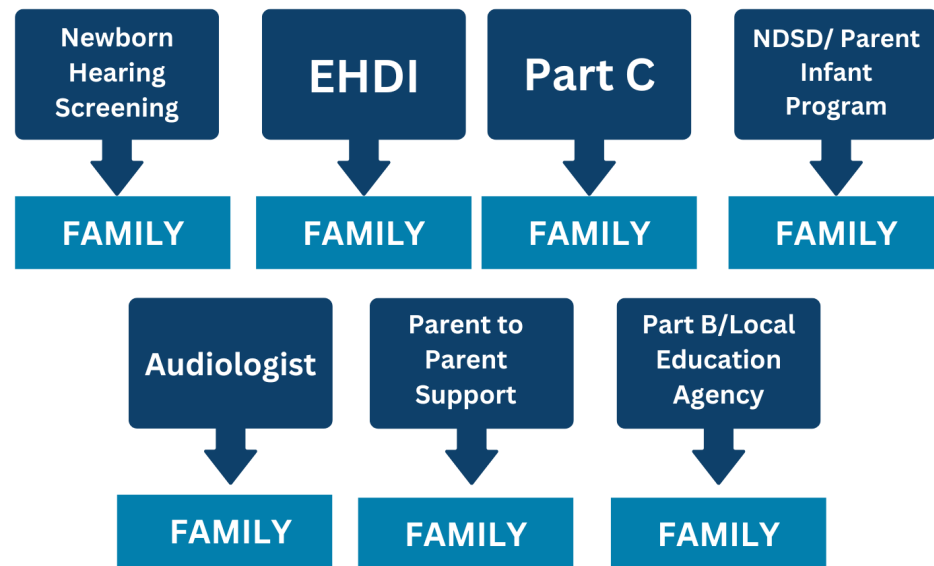


ECSE, TOD, SLP, EI, DDPM, OT, PT

4 Key Takeaways:

- Asked what specific assessments were used
- How the assessment results were shared
- What the perceived gaps & barriers were
- What the collaboration was at that time





Shifting from Co-Existing to Collaborating

Impacts of HRSA Funding:

- Strengthened interagency relationships
- Specific system insights
- Regular core group meetings
- Memorandum of Agreement
- Networked at 2024 EHDI Conference
- Prioritized communication & education for frontline/early intervention staff



2024 EHDI Conference



“Children are our most valuable resource.”

Herbert Hoover, 31st president of the United States

North Dakota Part C / Early Intervention

- Provides services for infants and toddlers (birth to age three) with developmental delays or diagnosed conditions that may lead to delays.
- Family-Guided Approach: Services are designed to support and empower families through coaching and collaboration in natural settings, such as the home or childcare.
- **Early Intervention and Parent Infant Program- created a bridge.**
 - Scheduled with each service coordinator and early intervention provider group.
 - Presented to 19 groups, 200 plus providers
 - Continuation of training, adding to our state training on our PeopleSoft platform.
 - Working on creating a link from the Part C website straight to EHDI and Parent Infant Program
 - Training our screening program in North Dakota and will work towards training Part B/619 ECSE Directors and staff

The Difference Between EI and PIP

Early Intervention:

- Monitors global development
- Routine-based parent coaching
- Funding through Medicaid & other sources
- Part C

Parent Infant Program:

- Focus is on development related to hearing differences:
 - Communication opportunities
 - Language development
 - Pragmatics
 - Auditory hierarchy
 - Community connections
 - Resources
- Funding through the State of ND
- Not Part C



Early Learning Outcomes (ELO) for Early Hearing Detection & Intervention (EHDI) Programs

- ELO: Housed at University of Colorado-Boulder
- Aims to increase our understanding of factors that impact the outcomes of children, between birth and 6 years of age, who are deaf or hard of hearing.
- Expands public health capacity to gather, analyze, and use intervention and developmental outcome data at the state and national level.
- Builds a national database that will improve our understanding of how to best serve young children who are deaf or hard of hearing and their families.

Best Practice



“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)

Deaf Mentor Program

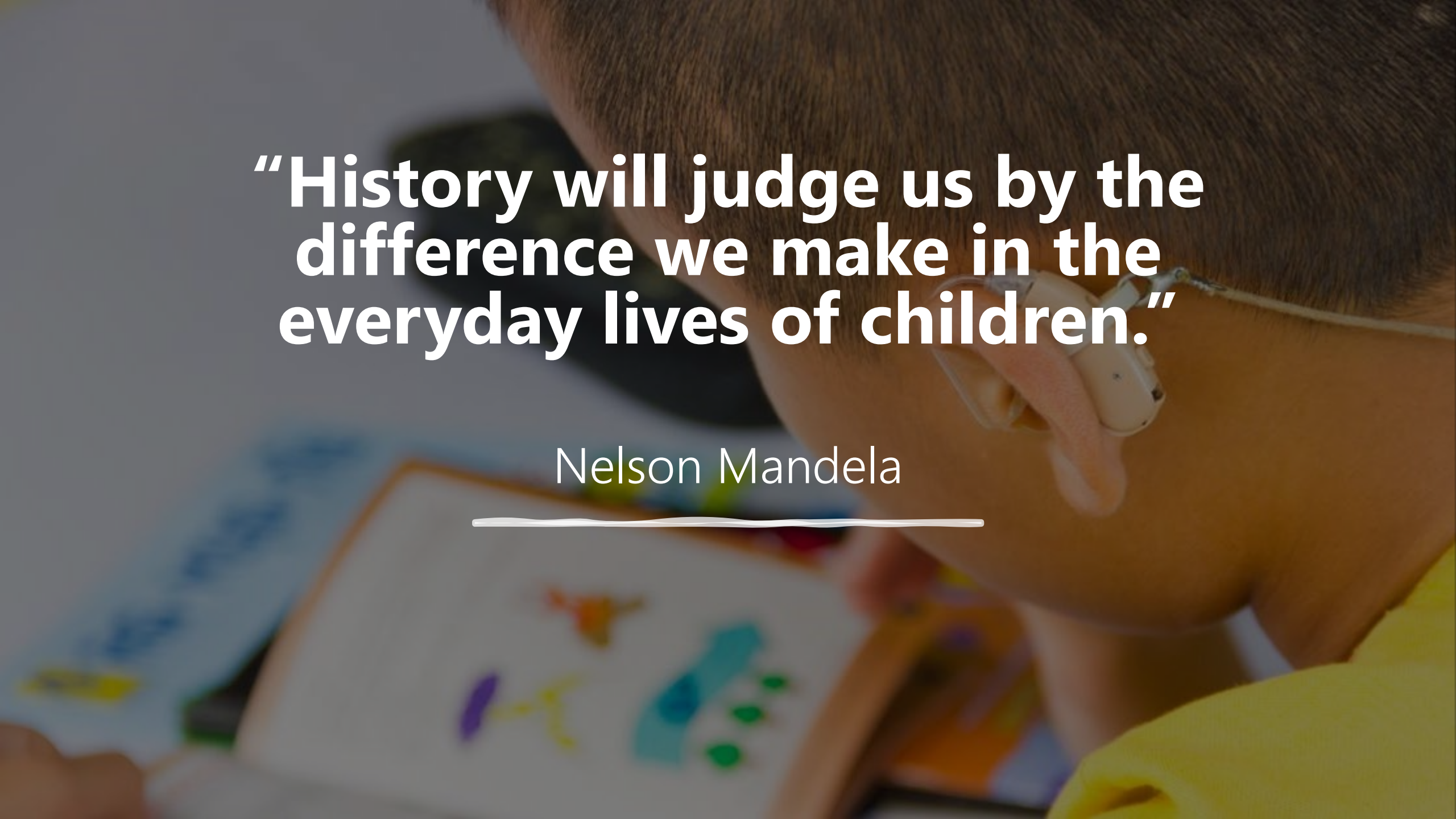
- Supports families to effectively learn and use ASL with their child, learn about Deaf culture and have experiences with the Deaf community
- Designed to partner with early intervention provider(s) in the child's current team to create a bilingual home environment (English and ASL) where the child will have full language access
- Allows the Deaf Mentor to share life experiences and strategies they incorporate to navigate and succeed in life
- Provides a healthy role model for the D/HH to identify with and develop a positive identity as a D/HH person

Deaf Mentor Family Partnerships:

Comment from a parent of a 4-year-old deaf child:

"Working with the Deaf Mentor has been so much easier than I thought it would be going into our sessions a month ago. I was very overwhelmed, before starting our sessions, thinking I wouldn't be able to keep up or he would struggle to understand what I was saying. I look forward to our sign sessions each week and learning new vocabulary even though I might ask him how to sign the same word multiple times. My deaf four-year-old had recently started to join and the patience the Deaf Mentor has with her is amazing. I have taken other sign classes with a hearing instructor and always struggled to keep up with the 'voice off' portions. I think that it was because I knew I could ask for clarification in voice at the end of the session. Having to rely solely on sign language has helped tremendously and I can't wait to see the progress me and my family make while working with the Deaf Mentor."

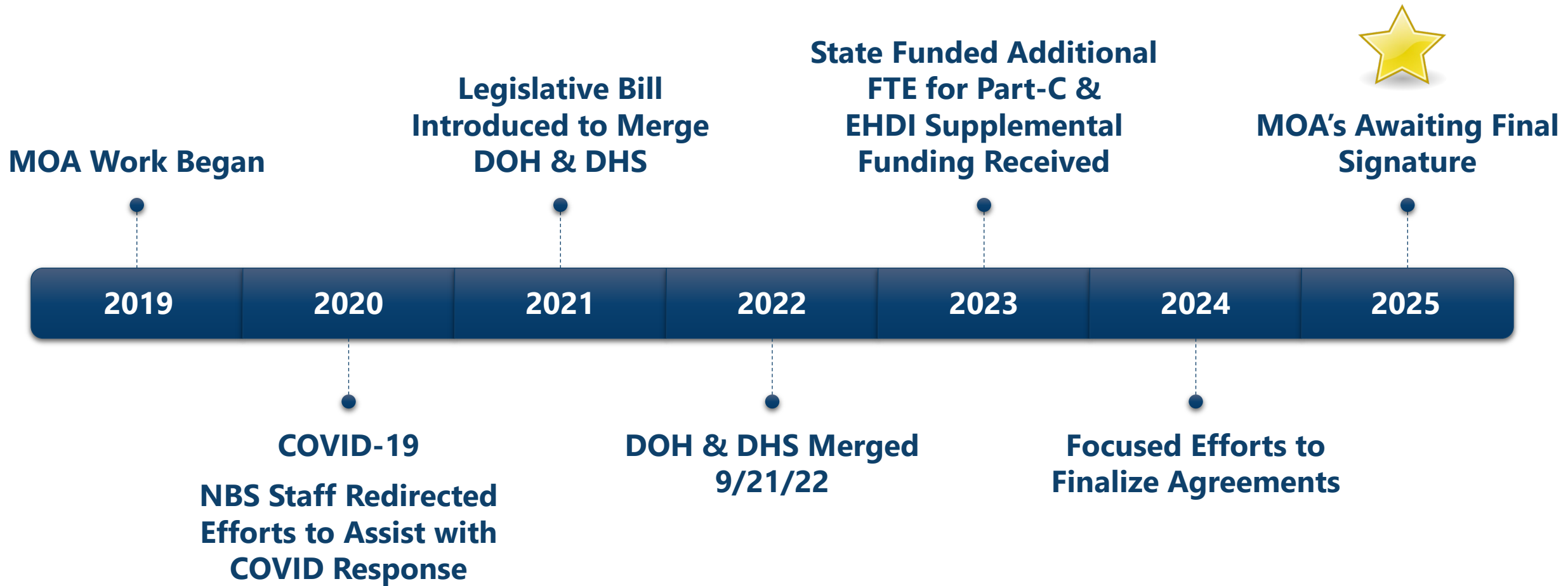


A close-up, slightly blurred photograph of a young child with short brown hair, wearing a white hearing aid on their left ear. The child is focused on drawing on a piece of paper with a yellow pencil. The drawing features colorful, abstract shapes in blue, green, and purple. The background is out of focus, showing more of the drawing area and some other papers.

**“History will judge us by the
difference we make in the
everyday lives of children.”**

Nelson Mandela

Perseverance Pays Off



Challenges:

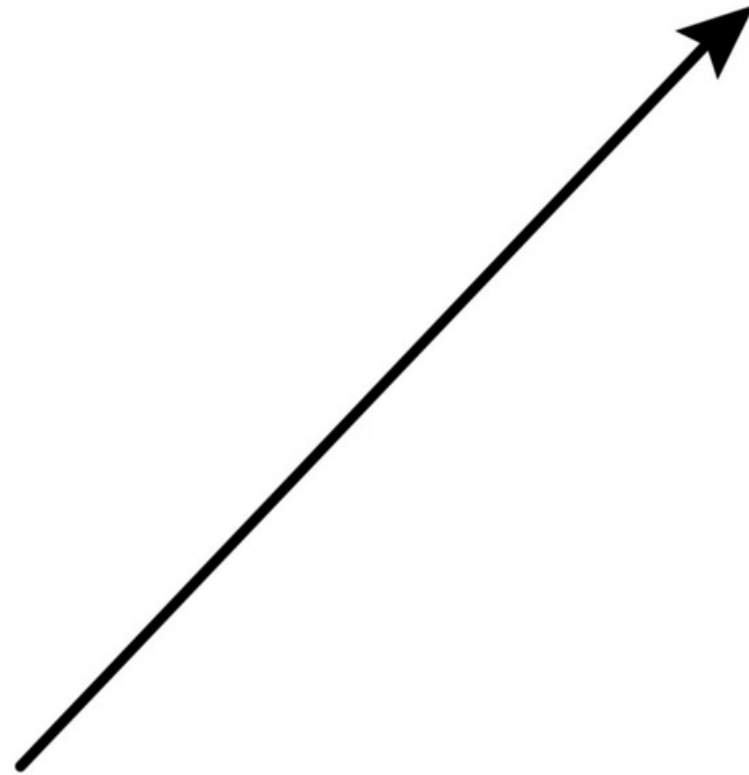
- Busy Schedules
- Work in different cities, states and agencies
- Staffing issues/ competing priorities
- Delays in agreements/legal guidance
- Pandemic



- [illegible]

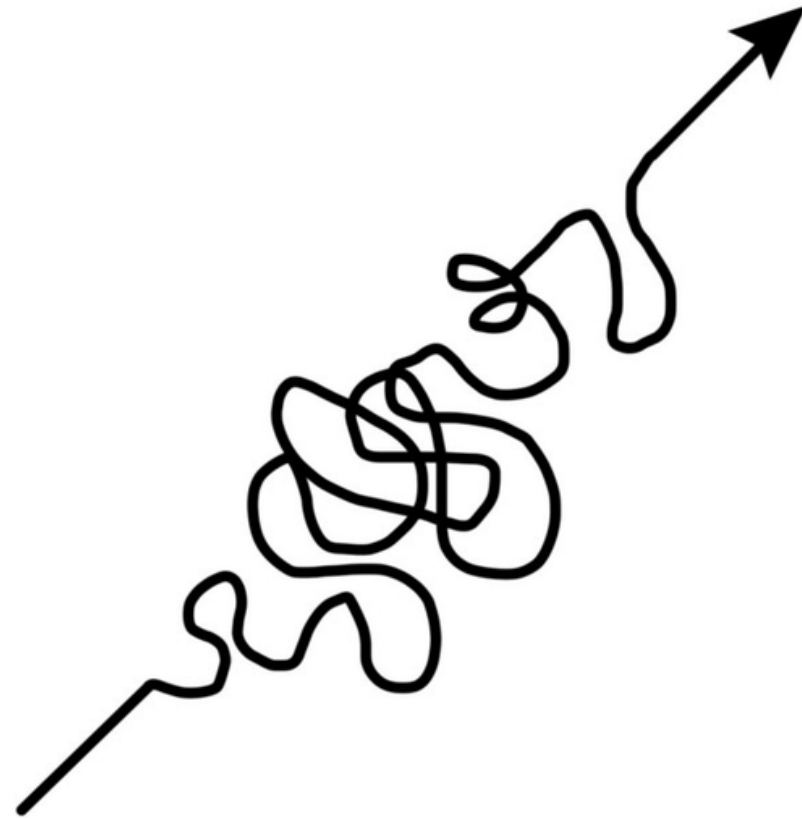


SUCCESS



what people think
it looks like

SUCCESS

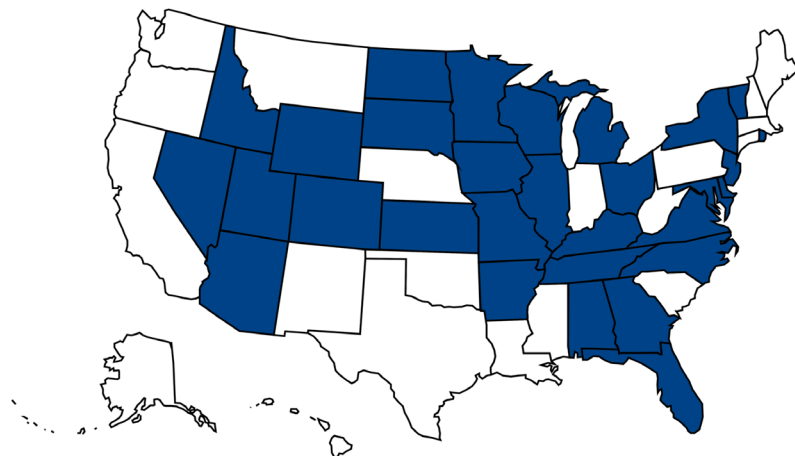


what it really
looks like

Pathways to Language: From Newborn Hearing Screening to Kindergarten Readiness ECHO Series

Purpose:

- Enhance the knowledge of stakeholders regarding the EHDI system
- Build state/territory-level data and measurement capacity to improve language acquisition outcomes for deaf/hard-of-hearing (DHH) children
- [Pathways to Language ECHO – North Dakota Center for Persons with Disabilities](#)




Pathways to Language



From Newborn Hearing Screening to
Kindergarten Readiness



A scenic landscape featuring a winding river at sunset. The sun is low on the horizon, casting a warm, golden glow over the scene. The river flows through a lush green valley, with hills and trees in the background. The sky is a mix of orange and yellow, with some clouds visible. The overall mood is peaceful and inspiring.

**COMING
TOGETHER IS A
BEGINNING,
STAYING
TOGETHER IS
PROGRESS &
WORKING
TOGETHER IS
SUCCESS**



QUESTIONS?

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