FCEI-DHH

Support Principles

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EHDI 2025

Take our poll - Let Us Learn About You

Who are we?

What Do You Want to Do?

- Update your practices
- Assess your systems
- Be more family-centered?

Set a Learning Goal for This Session

Important!

Family leader involvement

&

DHH leader involvement

FCEI-DHH Principles Resources

Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH)
PRINCIPLES

FOUNDATION

1 Early intervention following identification
Early identification that an infant or child is DHH should be linked to provision of early, timely and equitable access to supports and interventions as soon as possible in the child's life.

2 Family-EI Provider relationships
Family-EI Provider partnerships are important for empowering families. In FCEI-DHH, EI Providers aim to collaborate with families, with both sides bringing knowledge and expertise.

3 Family support
Families with DHH children are all different. It is important to recognize each families' unique strengths, concerns, and needs, each of which will change over time. Family support should also adapt to meet families where they are.

The User-Friendly Guide

The Family Centered Early Intervention Deaf/Hard of Hearing Principles

A guide for early intervention providers, programs, and families

Introducing the "Action Plan"

Support Principles

Family Support

Child Well-Being

Language & Communication

Family Decisions

Family Decisions

Is this familiar to you?

What is Family-Centered Decision Making?

Family Decisions

Photo credit: iStock

- DECISION MAKERS
- CULTURE & CONTEXT
- INFORMATION
- ADAPTABILITY

Recommendations for Supporting Family Decisions

Table 4. Recommendations for supporting family decision-making authority, including the need to consider the complexity of decisions, the impact of culture, providing information in ways that leads to informed decisions, and the need for flexible, adaptive processes (Principle 6).

Principle 6 Family decisions: Decision-makers, culture and conte[...] [...]d adaptable decisions

EI Provider actions in response to family-identified needs and concerns	Family activities & outcomes that may be experienced when EI Providers are responsive to family needs and concerns
1. Discuss with families how the decision-making process is situated within larger cultural, social, political, and educational structures; discuss with families the value of considering individual strengths, resources, needs, and experiences in decision-making	1. Engage in collaboration with EI Providers in decision-making processes; increase awareness of the cultural, social, and educational structures that may involve their child who is DHH
2. Gain information and insights from families about their contextual barriers to family decision-making (e.g., family members who want to be involved in decisions having differing understanding of the processes or different levels of comfort with the topics; family members may have different perspectives on what is the "right choice" at a particular time); seek to minimize contextual barriers that are changeable	2. Share information with EI Providers about factors related to the family's context (e.g., family members who want to be involved in decisions having differing understanding of the processes or variable levels of comfort with the topics; family members may have different perspectives on what is the "right choice" at a particular time) that may be affecting family decision-making
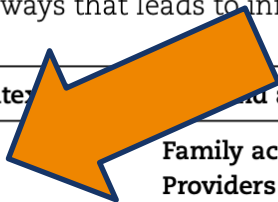
Some Recommendations

THINK, PAIR, SHARE

Inquire about family's values, beliefs, preferences, expectations, strengths, and support re: decisions

Provide accurate, objective, impartial, and nonjudgmental information, as free from bias as possible

Develop abilities to guide decision making discussions with families

Child Well-Being
Making appropriate progress?

FCEI-DHH is about more than promoting language

Principle 4: Child Well-Being

Infant/Child Development

Positive Social-Emotional Functioning

Child Welfare

Safeguarding

Guiding Values Table; All Domains; Play

Parent-Child Interaction; Attunement; Connection

Nurturing Care Framework; nutrition; sufficient care

Keeping children safe; knowing resources

FCEI-DHH Guiding Values

Value 4: Supporting holistic child development

FCEI-DHH supports must be firmly grounded in the science of infant and early childhood development. When a child is identified as DHH, there can be a tendency to focus exclusively on needs related to being DHH, whereas other essential domains are overlooked. A "whole child approach" is recommended in FCEI-DHH, attending to the child's growth and functioning across all developmental domains, including those relevant to all children

Evidence-Informed Suggestions for Promoting Child Development

Table 1. Domains of development and holistic early intervention for children who are DHH.

Domains of development	Implications particularly relevant for young children who are DHH (Note that many of these apply to children with typical hearing as well)
Approaches to learning	• Learn through observation and exploration of their environments, including understanding cause-~~~~~through hands-on exploration (Waismeyer & Meltzoff, 2017) • Benefit from playful interactions, which provide a rich context for learning language, social s~~~~concepts through discovery, problem-solving, and joyful exchanges (Slot et al., 2017) • Benefit from following the gaze of caregivers and building "referential meaning" which n~~~~implications for social-cognitive development (Brooks et al., 2020)
Social and emotional development	• Benefit from exposure to others' demonstration and explanation of emotions (made understandable to the child) to both build understanding of emotions and possibly foster empathy (Tsou et al., 2021) • Need opportunities to build communication abilities to express own thoughts and emotions, and to understand others' thoughts and emotions (Netten et al., 2015) • Need regular access to lang~~~~ication and social experiences or they may be at-risk for having difficulty understanding and navigating emotional experiences (Sidera et al., 2017) • Benefit from explicit instruction related to emotion words/signs to enhance their ability to convey their feelings, wants, and needs (Sidera et al., 2017)
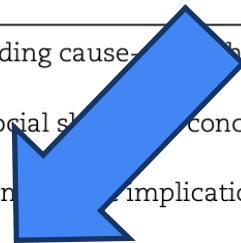
Yep, it can be hard
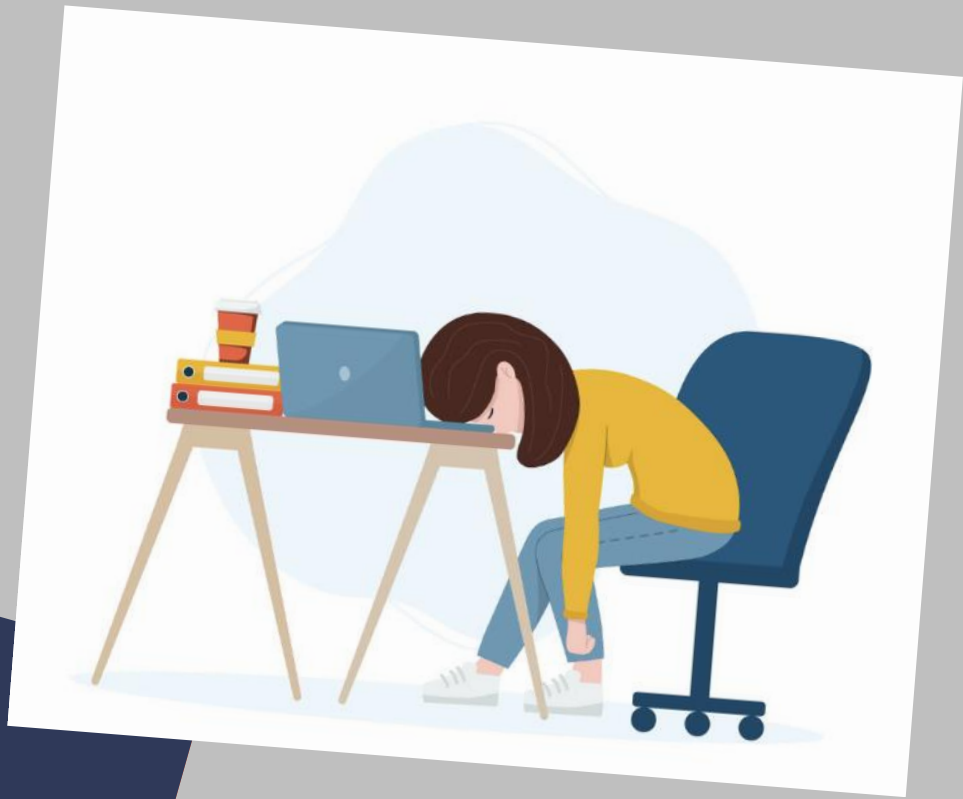
Ask a Question Time
AKA – Try to stump Amy?

Anything you would like to have clarified?

Want more details about the Support Principles?

Questions about using the Principles in EHDI systems?

Recommendations

Ideas for upping your game with the FCEI-DHH Principles?

Thank you!
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We are HAPPY to chat with you!