



**HANDS &
VOICES™**

Powering EI (Early Intervention) so Children can Thrive

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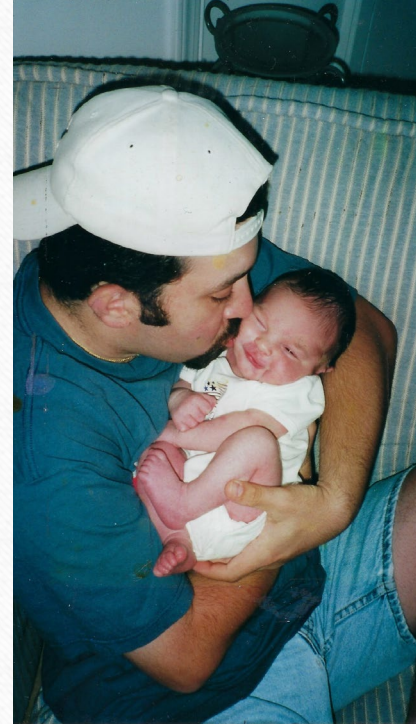


Objectives

Participants will be able to:



- Recognize common challenges and emotional responses families may experience when introduced to Early Intervention (EI) services for children who are Deaf or Hard of Hearing.
- Examine reasons why some families may decline EI services, discuss strategies for addressing these concerns, and Hands & Voices resources that will support you.
- Apply evidence-based recommendations and principles to effectively communicate the value of EI and support families in making informed decisions that promote their child's development.

Lived Experience – It's Real





Audience Check

- Families
 - EHDI Coordinators / State staff members
 - Students
 - Audiologists
 - Physicians and other Health Care Providers
 - EI Specialists
 - Providers
- 
- 

The background of the slide is a blurred photograph of an audience in a meeting or conference room. Many people have their hands raised, indicating an interactive session. The image is overlaid with a semi-transparent white box containing the text.

Audience Check

-
- Raise your hand if you are responsible for referring to EI
 - Raise your hand if you refer EI, but are not mandated to

Why Do Some Families Decline EI Services or are Loss to Follow-up?

- Feeling overwhelmed
- Where they are in acceptance (denial/grief, questioning impact)
- Competing family priorities
- Time (not enough time)
- Not understanding how EI can help
- Conflicting information
- Feeling like they don't need support; they have it under control
- D/HH Plus, complex medical needs
- Worried about being judged
- Language barriers/not wanting EI services through interpreters
- UHL minimizing 'need' by professionals



Joint Committee on Infant Hearing (JCIH) Early Intervention (EI) Goals:

*goal area

Goal 1 Timely and coordinated entry into EI programs

Goal 2 Timely access to Service Coordinators who have specialized knowledge and skills

Goal 3 EI providers who have professional qualifications, core knowledge and skills

Goal 4 Children with additional disabilities

Goal 5 Families from culturally diverse backgrounds and/or from non-English speaking homes

Goal 6 All children should have their progress monitored every 6 months

Goal 7 Monitoring for children who are identified with hearing loss of any degree

Goal 8 Families will be active participants at the state/territory and local levels

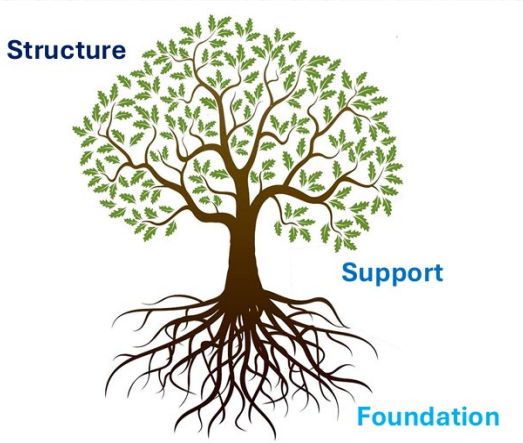
Goal 9 Access to other families who have children who are D/HH

Goal 10 Individuals who are D/HH will be active participants in the development and implementation of EHDI systems

Goal 11 Support, mentorship, and guidance from individuals who are DHH

Goal 12 Best practices are applied in the implementation of the intervention children and families receive

Link: [2013 JCIH EI Recommendations](#)



The Family Centered Early Intervention (FCEI) Principles

User-Friendly Guide



Special thanks to this incredible group who developed this user friendly-guide: James Anderson-Pole, Julia Carneiro, Gwen Carr, Janet DesGeorges, Elaine Gale, Daniel Holzinger, Josip Ladic, Trudy Smith, and Amy Szarkowski.

Foundation

Support

Structure

Principle 1:
Early intervention following identification

Principle 2:
Family-EI Provider relationships

Principle 3:
Family support

Principle 4:
Child well-being

Principle 5:
Language and communication

Principle 6:
Family decisions

Principle 7:
Trained FCEI-DHH Providers

Principle 8:
Teamwork among professionals

Principle 9:
Developmental assessment

Principle 10:
Progress monitoring

Say YES to EI

Downloadable Resource : In English and Spanish

8 Reasons to say YES to Early Intervention for your child who is Deaf/Hard of Hearing (D/HH) ...What are you waiting for?



1. *Early Intervention is worth the time

Early Intervention (EI) will help you incorporate language development and needed supports for your child into your daily routines. Research shows early involvement can help your child avoid language delays. Starting EI now will help you and your child on the path to future success.

2. We are in this together

Feeling overwhelmed or isolated? Professionals and other parents of D/HH kids can share this journey with you and support you. A whole community is ready to embrace you. Hearing other families' experiences can help you think ahead through your own journey.



3. Early Involvement will help your other family members

As you understand your own child's needs through EI, your child's siblings, extended family, friends and neighbors can learn to better communicate with and include your child. If your circle of support is small, EI helps build a larger circle to surround your family.



4. There is more to this than just 'google it'

With a seemingly endless world of resources, articles, videos, online support, podcasts, and more, where is the *wisdom*? A personal connection to EI providers can help you process the information available at your fingertips with what you know and can try with your own child.



5. Facing your fears will bring freedom

You may feel like you don't know anything about what being D/HH might mean for your child. You may not see your family as part of this world. A "new normal" can be a life of joy, and better than imagined.

6. You will ask better questions

You don't know what you don't know. Having support through EI helps you learn important questions to ask and how to find answers in what works for your child. You will be able to answer the questions most pressing to your child's needs.



7. You can do this in the context of your own family's values

You can adapt services to be in line with your family's values and goals for your child's future, provided in your language and cultural context. A system is in place to ensure that EI providers and programs are a match to your family and child's needs.

8. You will gain confidence that you are your child's best advocate

You will become your child's best advocate in the school years by learning about deafness, language and development through EI. Your advocacy will light the path for your child's success.



*Early Intervention is the term used to describe the services and supports that are available to babies and young children with developmental delays and disabilities and their families.





1. Early Intervention is Worth the Time



Early Intervention (EI) will help you incorporate language development and needed supports for your child into your daily routines. Research shows early involvement can help your child avoid language delays. Starting EI now will help you and your child on the path to future success.

FCEI EI DHH Principle

1. Early intervention following identification

Principle: 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.

Audience Check

- What is one thing we can say or do early on that helps families feel confident saying 'yes' to Early Intervention?
- What are some favorite tools/resources have you shared to encourage families to enroll in EI?



Inviting a New Family to Consider Early Intervention

A script is only a guideline for the art of building a relationship with a family. This script was created to be a discussion about concerns that family members may have about EI so that the parent leader can address using principles of Motivational Interviewing.

Introduction:

Goal: Beginning a Relationship

I am so glad we are connecting today. Like you, I am a parent of a child who has hearing loss. My aim is support and information that could benefit your child and family called early intervention services.

Prompting Question:

Goal: Get Perspectives with Empathy

How have things been since you learned about your child's hearing loss? What thoughts or concerns do you have about what lies ahead for your child or family?

Your Possible Responses: (Affirm Parent's Strengths/Highlight Benefits/Address Concerns)

- I hear you saying that you're concerned about (use parent's wording, e.g. enrolling your child in a special education program, having people visit the home, etc.)
- Early Intervention is designed specifically to foster the development of babies and toddlers. These services are given by specialists in childhood hearing loss and language development and can make a big difference in your family's well-being and your child's life. You will learn about their hearing difference and how to help them. Connecting with other families and adults who have navigated similar experiences can be an invaluable support. You will learn strategies to help develop language and communication, even their skills and building early reading skills. Your child will learn the most language in these early years.
- You are an important member of the team that creates an Individualized Family Service Plan (IFSP) for your child. The plan focuses on a full assessment of needs, and crucial aspects like developing communication, language, social interaction, and essential thinking skills crucial to their growth, along with any family goals (funding, instruction, community connections, for example). As your child nears age 3, the intervention team will assist you in transitioning out of the program and into school age services. They will update the evaluations to better inform the school if preschool is an option. A plan called an Individual Education Program (IEP) or 504 Plan can support your child in preschool and beyond. (School may be a bit distant, but time does fly.) If your child has additional needs, they can support these, too.
- Studies show that children in early intervention before six months have the highest language outcomes.

Prompting Question:

Goal: Explore Any Doubts - Family Support Matters:

I can understand that services might bring up mixed feelings. Remember, your involvement as a family is so important. You will be helping your child practice what they learn and make progress even faster. You play an important role in helping the team know what is working and what is not. You can update the plan any time. The plan is formally updated every six months to keep your baby's progress going forward.

What are your hopes for your child's development? What are you thinking about enrolling?

Inviting a New Family to Consider EI

Resource for supporting new families that includes a working script based on principles of motivational interviewing in a discussion about early intervention. The guidance focuses on listening/empathy and uncovering any concerns about entering early intervention and taking timely action.

[Inviting a New Family to Consider Early Intervention](#)



2. We are in This Together



FCEI EI DHH Principle

Feeling overwhelmed or isolated? Professionals and other parents of D/HH kids can share this journey with you and support you. A whole community is ready to embrace you. Hearing other families' experiences can help you think ahead through your own journey.

2. Family-Early Intervention Provider relationships

Principle: Family-early intervention (EI) provider partnerships are important for empowering families to support their child and improving EI Providers' ability to assist families effectively. In FCEI-DHH, EI Providers aim to collaborate with families, where both sides bring knowledge and expertise.

3. Family support

Principle: Family support is essential to families with DHH children. It is important to recognize their strengths, concerns, and needs. Every family is different, so support should be adjusted to fit each family's situation. This support includes both formal help and informal connections that offer guidance and encouragement.

Audience Check

- Who have you partnered with to support EI enrollment?

Families are not alone!

Hands & Voices can connect families with a chapter where they live and/or another family support organization.

[Contact Us](#)
[Find Your Family-Based Organization](#)





3. Early Involvement Will Help Your Other Family Members



As you understand your own child's needs through EI, your child's siblings, extended family, friends and neighbors can learn to better communicate with and include your child . If your circle of support is small, EI helps build a larger circle to surround your family.

FCEI EI DHH Principle

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Audience Check

- What examples do you have of ways families involved other family members in their EI journey?
- What has supported the primary parent/caregiver to reduce the role of informing/educating other family members?



4. There is More to This Than Just 'google it'



With a seemingly endless world of resources, articles, videos, online support, podcasts, and more, where is the wisdom? A personal connection to EI providers can help you process the information available at your fingertips with what you know and can try with your own child.

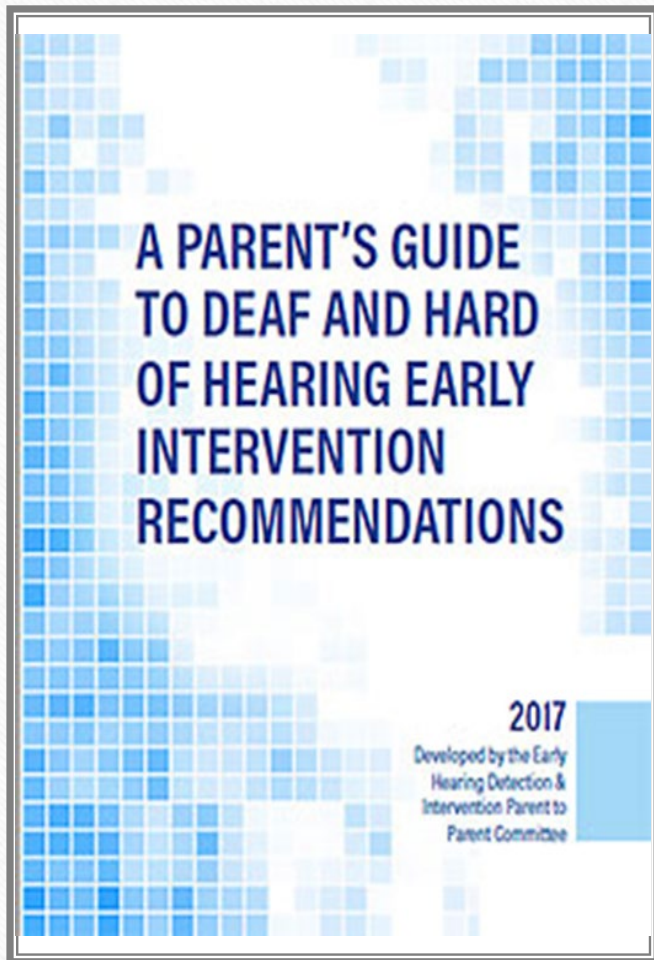
FCEI EI DHH Principle

7. Trained FCEI-DHH Providers

Principle: EI Providers need to have certain qualities so they can connect with and build relationships with families and other providers. They also need competency in their own area of expertise, in general early intervention, and when providing specific support to children who are DHH. Trained EI Providers offer effective, professional, equitable, and inclusive FCEI-DHH supports to promote children and family outcomes.

Audience Check

- What qualities or skills make an EI provider someone a family can trust and partner with and make sense of all the information they encounter?



[Link to Guide](#)

The Guide Includes:

- **Goal:** Original statement of the goal as it appears in the JCIH Supplement
- **What this means to me:** Brief outline of what the goal means to families
- **Things to think about:** Ideas about what families have a right to expect in Early Intervention



5. Facing Your Fears Will Bring Freedom

You may feel like you don't know anything about what being D/HH might mean for your child. You may not see your family as part of this world. A “new normal” can be a life of joy, and better than imagined.

FCEI EI DHH Principle

4. Child well-being

Principle: Child well-being can be accomplished when early intervention focuses on the whole child: Infant/child development, positive social-emotional functioning, child welfare, and safeguarding.

Audience Check

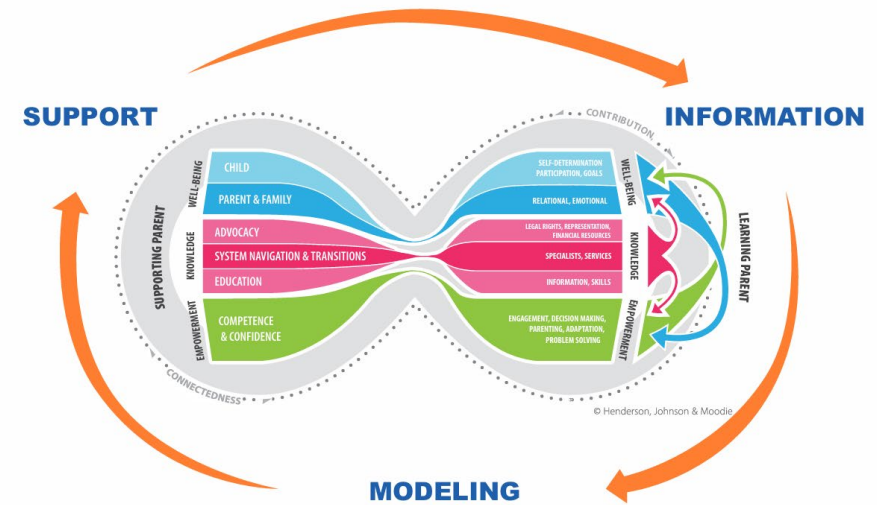
- By show of hands, who has seen a family move from feeling overwhelmed and uncertain to feeling confident and joyful?
- What message do you wish every family could hear early on about what life with a D/HH child can look like?

Family Support Activities Guide



[Link to Guide](#)

HANDS & VOICES FAMILY SUPPORT ACTIVITIES GUIDE



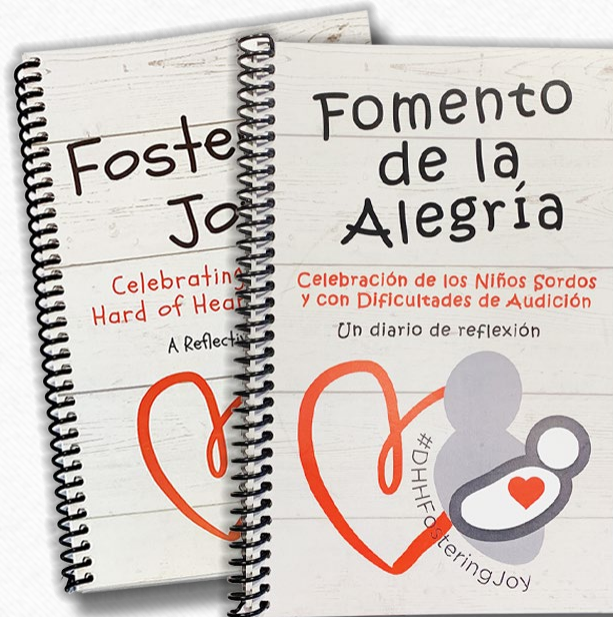
A guide that includes family support activities developed from an evidence-based parent-to-parent support framework for families with children who are Deaf or Hard of Hearing.



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Fostering Joy



<p>Fostering Joy Journal</p> <p><i>When it rains, look for rainbows. When it's dark, look for stars.</i> -Betsy Jarrell</p>  <p>How is joy different from happiness?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>6</p>	<p>Fostering Joy Journal</p> <p>How did I experience joy recently?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>  <p>I am grateful for:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>7</p>
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THE JOYS OF RAISING DEAF OR HARD OF HEARING CHILDREN Family Tip Sheet



TIPS

Fostering Joy is a family/professional effort celebrating the joy of raising a child who is deaf or hard of hearing (D/HH). Fostering Joy provides resources for families and professionals to support the growth and development of a child who is D/HH.

Loving and supportive families provide a strong base for social and emotional health and well-being. Focusing on special moments that bring joy helps families put aside concerns and focus on their natural and loving parent-child connections.

Taking short breaks from the stresses of everyday life helps families explore and appreciate the joyful moments that come with raising their children. Here are a few tips, offered by families, for finding joy everyday - taking time to celebrate milestones, connecting with your children, and letting the lights of their love shine through.

- Find something to be grateful for everyday.
- Carve out a few minutes each day to breathe deeply, enjoy a laugh, and snuggle closely with your child.
- See the world through your child's eyes - notice the wonder, excitement, and love!
- Share something with your child that made you smile, felt like a success, and renewed your hope.
- Seek balance and refreshment: take a walk together in nature, do "baby yoga", or read a fun book together.
- Connect an appointment or therapy session with a treat or adventure.
- Trust that making space to foster joy will lead to increased learning and deeper connections for you and your child.
- Document your family's journey together through pictures, video, social media, or journaling. (A few short sentences will do!)
- Take time regularly to revisit your child's and family's history and reflect on just how far you've come.
- Set aside your "to do" list and do something you love with your child - take a walk, blow bubbles, cook together, play peek-a-boo, dance.
- **Appreciate yourself and all you are doing to support and advocate for your child!**

Fostering Joy



6. You Will Ask Better Questions

You don't know what you don't know. Having support through EI helps you learn important questions to ask and how to find answers in what works for your child. You will be able to answer the questions most pressing to your child's needs.

FCEI EI DHH Principle

6. Family decisions

Principle: Families have different structures and relationships. It is important to understand the family structure in order to involve the most appropriate family members in the intervention process. FCEI-DHH provides support, information, and experiences that strengthen families to make competent decisions for themselves and their children.

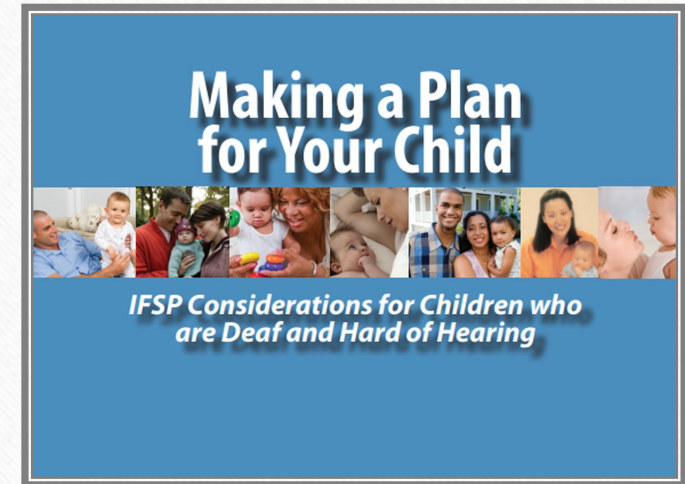
Audience Check

- When families first enter EI, what are some questions they don't yet realize they should be asking?
- How does having EI support change the *quality* of the questions families ask over time?

CDC Communication Decision Making Guide/Making Plan for Your Child

[Making Plan for Your Child.pdf](#)

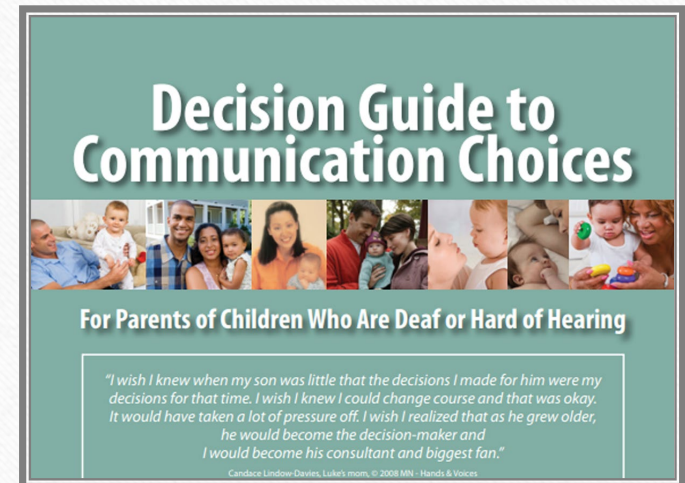
[Decision Guide](#)



Making a Plan for Your Child

IFSP Considerations for Children who are Deaf and Hard of Hearing

The cover features a blue background with a collage of diverse families and children. The title is in white, bold font at the top, and the subtitle is in white, italicized font below the collage.



Decision Guide to Communication Choices

For Parents of Children Who Are Deaf or Hard of Hearing

"I wish I knew when my son was little that the decisions I made for him were my decisions for that time. I wish I knew I could change course and that was okay. It would have taken a lot of pressure off. I wish I realized that as he grew older, he would become the decision-maker and I would become his consultant and biggest fan."

Candace Lindow Davies, Luke's mom, © 2008 MN - Hands & Voices

The cover features a teal background with a collage of diverse families and children. The title is in white, bold font at the top, and the subtitle is in white, bold font below the collage. A quote is enclosed in a white box at the bottom.



7. You Can Do This In The Context of Your Own Family's Values

You can adapt services to be in line with your family's values and goals for your child's future, provided in your language and cultural context. A system is in place to ensure that EI providers and programs are a match to your family and child's needs.

FCEI EI DHH Principle

5. Language and communication

Principle: Families should be supported to promote their children's language and communication development in natural, daily interactions. Early access to language, whether signed, spoken, or combined, is important.

8. Teamwork among professionals

Principle: Teamwork among professionals is important in FCEI-DHH services. Teams consist of various skilled EI Providers and other experts who collaborate to support positive outcomes for children and families.

Audience Check

- By show of hands: How many of you have seen a family's engagement increase once services were better aligned with their values or culture?
- Can anyone share an example of when adjusting services—or switching providers—made a real difference for a family?

Language and Literacy Resources for Families

<https://handsandvoices.org/fl3/topics/tipsheets.html>

Parent Tip Sheet Language Pragmatics

The social aspects of language, known as **pragmatics**, help children use language in social situations. For children to develop these skills, they need to understand the social context of language and use it to communicate with others. Pragmatics include the social aspects of language, such as how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

What are the social aspects of language? Pragmatics include the social context of language and how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

What are the social aspects of language? Pragmatics include the social context of language and how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

- Identify clearly opportunities for your child to learn the social aspects of language.
- Model and foster using language to interact with others, request and provide information, and demonstrate shared understanding.
- Encourage your child with the language to express their needs.
- Ask your child to teach the family how to play a game.
- Help your child understand the difference regarding appropriate social language for adults and peers, as well as for siblings and other non-stranger children.
- Use simple words to describe the social situations.
- Ask your child to tell you stories about the play, as the parent already knows, to help with language play.
- Use simple words to describe the social situations.
- Ask your child to tell you stories about the play, as the parent already knows, to help with language play.

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Parent Tip Sheet Early Literacy Development

Literacy is the ability to read and write. You can help your child develop the skills for reading and writing by providing them with opportunities to interact with others, request and provide information, and demonstrate shared understanding.

What are the social aspects of language? Pragmatics include the social context of language and how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

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- Share books and early print with your child.
- Take stories and make your child tell you the story.
- Example: "What happened at school today?" Start with a shared experience from your child's day.
- Point out signs, e.g., McDonald's. Play games identifying the signs that you see. "This is really hard reading!"
- In your community, look for signs that are familiar to the child. Point out the letters and words you see in the signs.
- Associate words with things you see in the world.
- Use simple words to describe the social situations.
- Ask your child to tell you stories about the play, as the parent already knows, to help with language play.
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Parent Tip Sheet Language Semantics

Semantics refers to the organization of words to language conveying meaning. It is the study of the meaning of words and how they are used in communication. The study of semantics includes the study of the meaning of words and how they are used in communication.

What are the social aspects of language? Pragmatics include the social context of language and how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

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- To draw your child's attention to new words, repeat, repeat, repeat the same word over and over.
- When your child is learning a new word, be clear about what you are talking to. E.g., "This is the cat." Use the word "cat" frequently.
- Play with your child and talk about objects.
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FL3 Hands & Voices

Parent Tip Sheet Language Phonology

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- Invite your baby's looking back to see if he or she looks at the sound source or meaning.
- Draw your child's attention to specific words, such as "mama" and "dada".
- Play with your child and talk about objects.
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FL3 Hands & Voices

Parent Tip Sheet Language Syntax & Morphology

Syntax is the development of sentence structure conveying meaning. It is the study of the structure of sentences and how they are used in communication. The study of syntax includes the study of the structure of sentences and how they are used in communication.

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- Use the "One Word at a Time" game to help your child learn the structure of sentences.
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FL3 Hands & Voices

Parent Tip Sheet Social Emotional Development

Social emotional development is the process of learning to understand and manage one's own emotions and the emotions of others. It is the study of the social and emotional aspects of language and how they are used in communication. The study of social emotional development includes the study of the social and emotional aspects of language and how they are used in communication.

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FL3 Hands & Voices

Parent Tip Sheet Cognitive Development

Cognitive development is the process of learning to understand and manage one's own thoughts and the thoughts of others. It is the study of the cognitive aspects of language and how they are used in communication. The study of cognitive development includes the study of the cognitive aspects of language and how they are used in communication.

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FL3 Hands & Voices

Parent Tip Sheet Visual Language Development

Visual language development is the process of learning to understand and manage one's own visual language and the visual language of others. It is the study of the visual aspects of language and how they are used in communication. The study of visual language development includes the study of the visual aspects of language and how they are used in communication.

What are the social aspects of language? Pragmatics include the social context of language and how to use language to get someone's attention, how to use language to express needs, and how to use language to express feelings.

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- Use simple words to describe the social situations.
- Ask your child to tell you stories about the play, as the parent already knows, to help with language play.
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Family Activity Plan Language, Literacy and Social Emotional Skills

Sharing time with your child is a great way to help them learn language, literacy, and social emotional skills. This activity plan provides ideas for how to spend time with your child in a way that is fun and educational.

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- Share books and early print with your child.
- Take stories and make your child tell you the story.
- Example: "What happened at school today?" Start with a shared experience from your child's day.
- Point out signs, e.g., McDonald's. Play games identifying the signs that you see. "This is really hard reading!"
- In your community, look for signs that are familiar to the child. Point out the letters and words you see in the signs.
- Associate words with things you see in the world.
- Use simple words to describe the social situations.
- Ask your child to tell you stories about the play, as the parent already knows, to help with language play.
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FL3 Hands & Voices

HANDS & VOICES MAXIMIZING YOUR CHILD'S VISUAL ACCESS

This is the Visually Rich World for Your Child with a Deaf or Hard of Hearing

FL3 Hands & Voices

HANDS & VOICES DEVELOPMENTAL MILESTONES

FAMILY LEADERSHIP IN LANGUAGE & LEARNING (FL3)

FL3 Hands & Voices

Hands & Voices Headquarters
P.O. Box 5995
30108 CD 30307
303-492-6203

<http://handsandvoices.org> www.handsandvoices.org



8. You Will Gain Confidence That You Are Your Child's Best Advocate



You will become your child's best advocate in the school years by learning about deafness, language and development through EI. Your advocacy will light the path for your child's success.

FCEI EI DHH Principle

9. Developmental assessment

Principle: Meaningful continuous assessment for children and their families is important in FCEI-DHH. Professionals need skills to do assessments, manage language(s), and interpret results for planning interventions.

10. Progress monitoring

Principle: Progress monitoring is an important part of making sure the support provided to families is effective across families and across FCEI-DHH programs / services and systems.

Audience Check


- Think back to a time when a family you worked with really found their voice as an advocate—what helped them get there?
- What do families need in EI that would support them in their role as an advocate for their child?

Say YES to assessments/ ASTra Educational Advocacy Guidebook


5 Reasons to Say YES to Assessments in Early Intervention for your Child who is Deaf/Hard of Hearing

- 1. Don't Guess: Assess!**


Assessments help you and your IFSP* team create a unique plan and set goals that are important to you and your family. Assessments build a "map" for the plan so you know where to focus as you help your child grow and develop in these early years – the fastest years of development!


- 2. Set the Bar High**

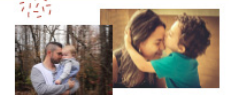
Assessments help you discover and build on your child's strengths and gifts. Discussing strengths and needs will help you see how your child is developing compared to children of the same age. You will know if and in what areas your child needs extra support for play skills, concepts and language.


- 3. Take Your Place on the Team**


Family involvement is the key to future success. Actively learning about your child through assessments helps you stay on top of their growing abilities to communicate, understand, and express their feelings and thoughts. Professionals and families working and problem-solving together are unstoppable.


- 4. Confirm Your Intuition**




Your gut instincts as a parent should be taken seriously. They are part of the mix of what you know to be true about your child. Assessments can quantify your feelings about where your child needs to grow. Comparing assessments every six months and monitoring regularly can catch any developing issues. This allows you and your team to change the plan together if needed to better meet your child's needs.


- 5. Smooth the Transition to Preschool**

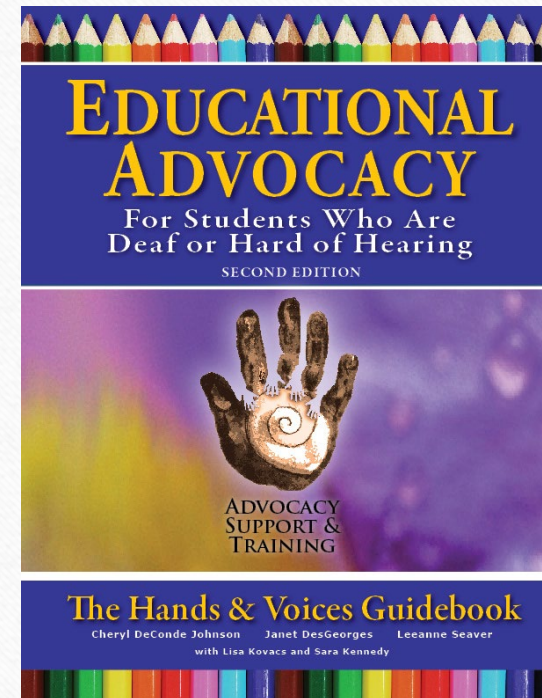
You will have a current, full picture of your child's strengths and needs to share with the new team as your child transitions to school. How does your child communicate best? Where will your child benefit from additional support? What are their strengths? You'll have insights to share at the eligibility meeting which leads to strong suggestions for goals and services. You'll be more confident working with the school team with the knowledge you have gained.



*IFSP means Individual Family Service Plan, the plan for services for your child who is under age three with Early Intervention. For more information, contact ifsp@handsoncolorado.org, or your state or territory's Part C Coordinator or local Early Intervention provider.



Infographic in English and Spanish



EDUCATIONAL ADVOCACY

For Students Who Are Deaf or Hard of Hearing

SECOND EDITION

ADVOCACY SUPPORT & TRAINING

The Hands & Voices Guidebook

Cheryl DeConde Johnson Janet DesGeorges Lecanne Seaver
with Lisa Kovacs and Sara Kennedy

Guidebook



Off to a
Great Start!

Explore resources and activities to support the early intervention journey for families of children who are Deaf/Hard of Hearing through this virtual, interactive website.



**Interactive webpage
created for EHDl Programs
and Family Based
Organizations:**

**Dissemination
considerations:**

Websites

Social Media

Who:

EHDl Programs

EI Providers

Family-based Organizations

Families

Other Stakeholders

Getting Families to...

- Learn from those who say “no”: exit interview
- Share what has worked with other families
- Connect families to parent-to-parent support
- Provide parent-created resources
- Create a personal ‘connection’ with EI providers who work with families
- Ask families ‘what do you need?’ not ‘here’s what you need’
- Circle back to families who initially decline
- Contact families through multiple means: text communication has become more acceptable/successful
- Reinforce the benefits of EI



Yes YOU!

Children who are Deaf or Hard of Hearing Need ALL of Us!

EHDI Together!

1

Find a H&V Chapter
or Family-based Org

2

Find the Early
Hearing Detection &
Intervention Program

3

Find the Part C
Program

4

Don't forget
Hands & Voices –
Off to a Great Start

Audience Check – Final Reflection

- What is one idea from today that changed or strengthened how you would promote a family engaging in EI?
- What message or resource from today would you want another family to hear or know about?

Thank you!

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Resource Sheet
