



Centering Family Voices in Graduate Training:

Preparing Confident Providers for Family-Centered Early Intervention

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Family Support

Disclosures

- Faculty at Idaho State University
- Funding from Office of Special Education Programs

**Provider
Training in
Early
Intervention
Children who
are
Deaf/Hard of
Hearing
(DHH)**

Graduates feel unprepared (particularly in EI)

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graph TD; A[Graduates feel unprepared (particularly in EI)] --> B[Related to exposure/experience]; B --> C[Intimidation about working with families in this sensitive time];
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Related to exposure/experience

Intimidation about working with families in this sensitive time

What is Family-Centered Early Intervention?

Journal of
Deaf Studies and Deaf Education

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Theory/Review Manuscripts

Volume 29, Issue SI, February 2024

Special Issue: Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH)

THEORY/REVIEW MANUSCRIPTS

Family-Centered Early Intervention Deaf/Hard of Hearing (FCEI-DHH):
Preface and Acknowledgements ^{FREE}

Marilyn Sass-Lehrer and others

The Journal of Deaf Studies and Deaf Education, Volume 29, Issue SI, February 2024, Pages SI1-SI2,
<https://doi.org/10.1093/deafed/enad042>

Extract ▾ [View article](#)

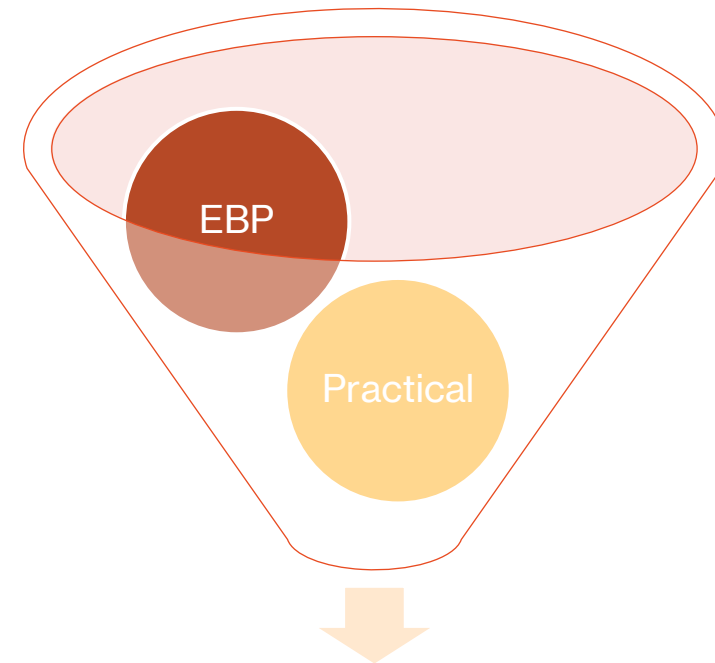
Concepts behind FCEI

Foundation
Principles
(Moeller et al.,
2024)

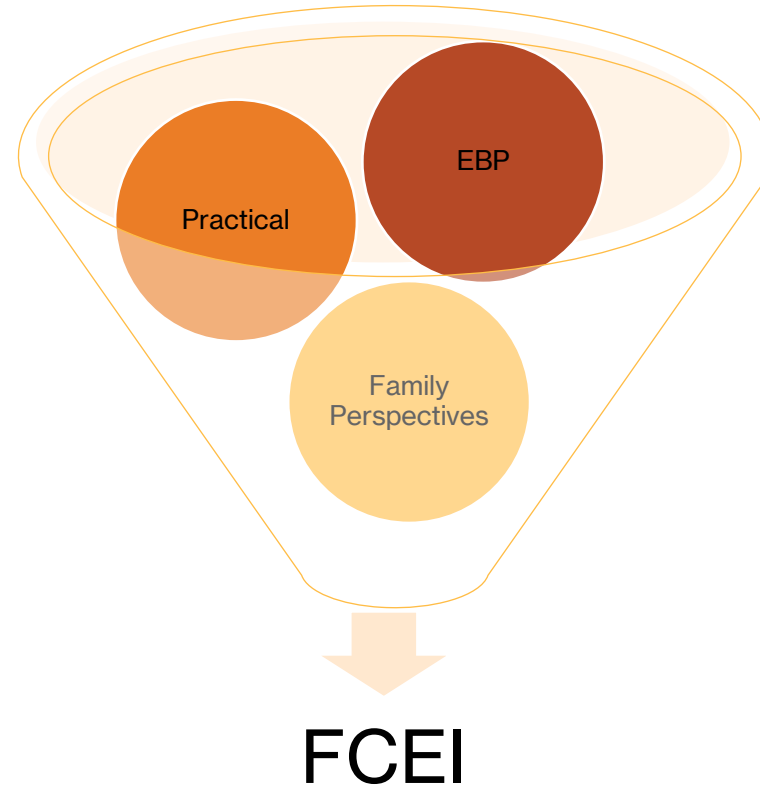
Support
Principles
(Szarkowski et
al., 2024)

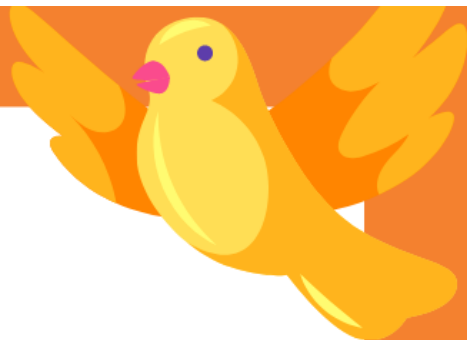
Structure
Principles
(Szarkowski et
al., 2024)

Graduate Student Training: Typical models



Graduate Student Training: FCEI model



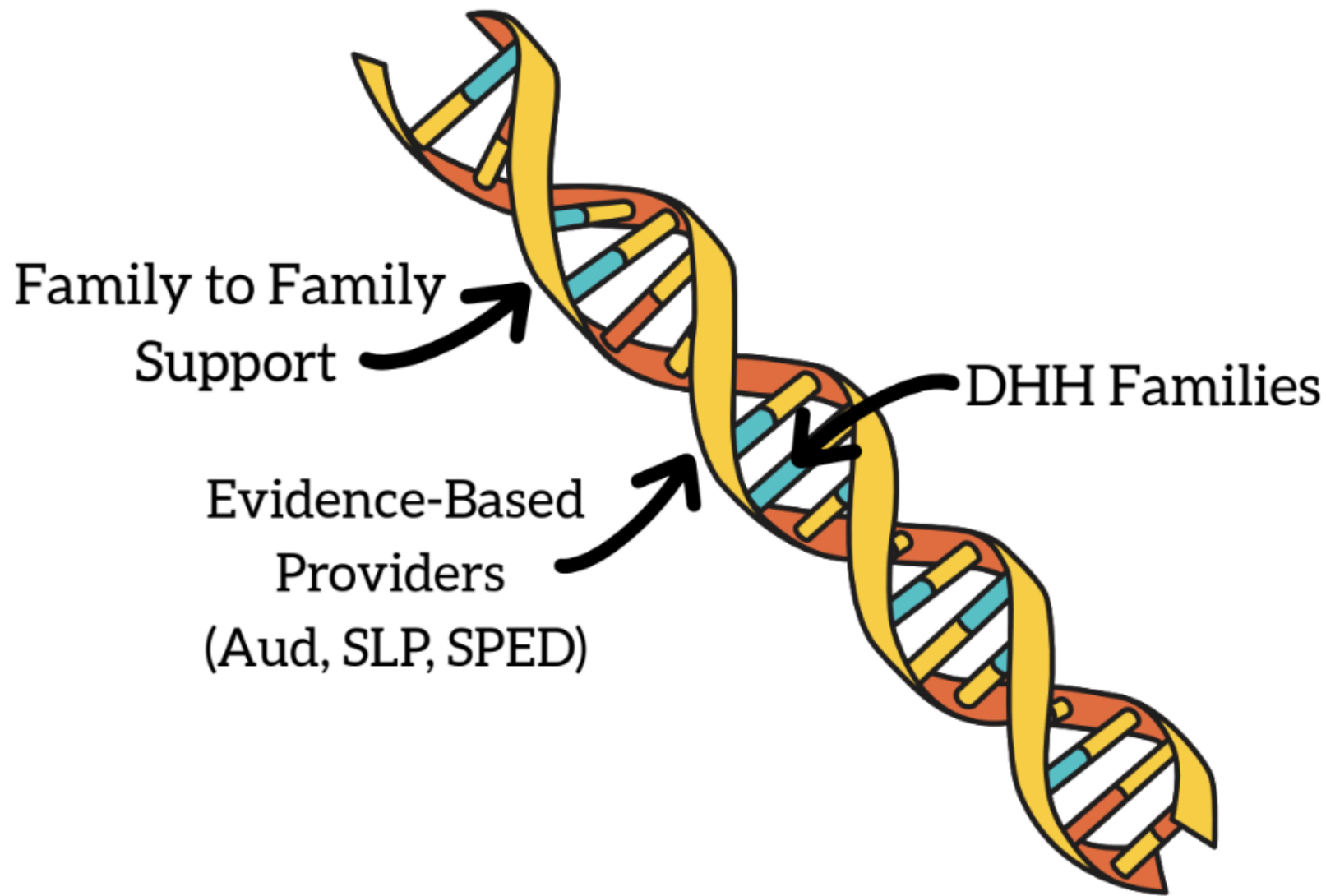


Welcome

to the

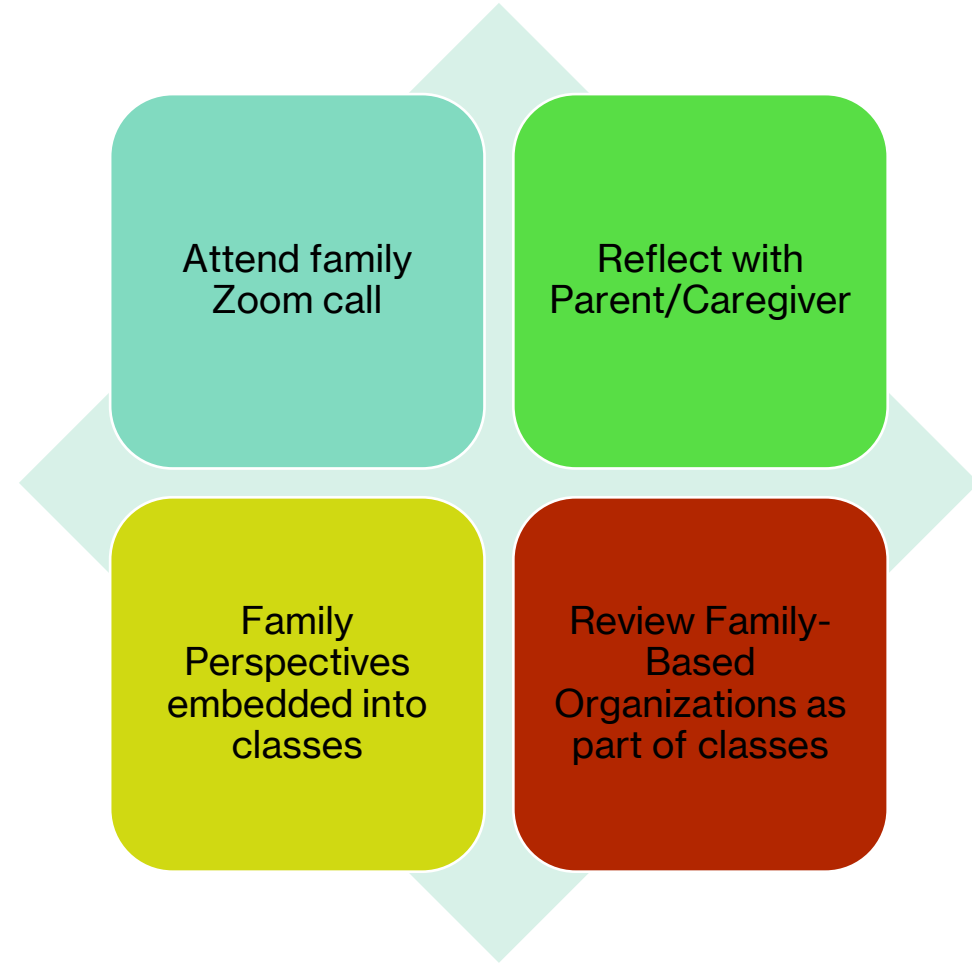


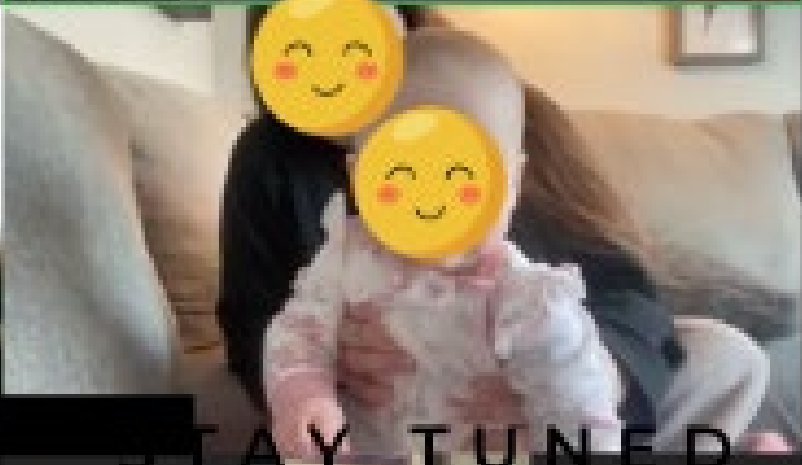
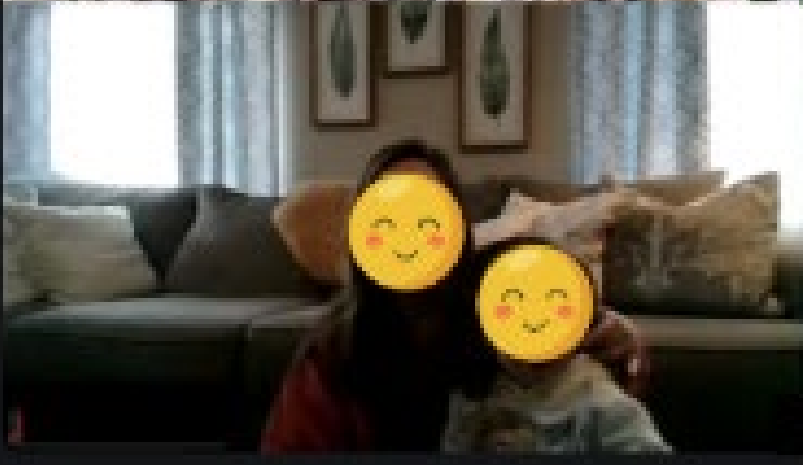
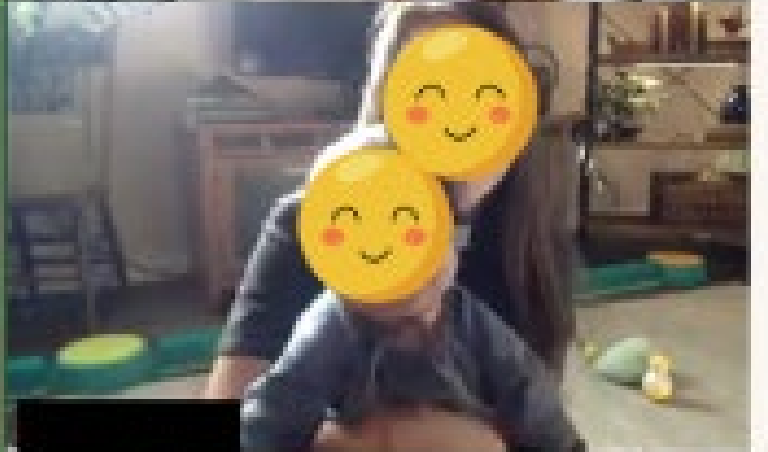
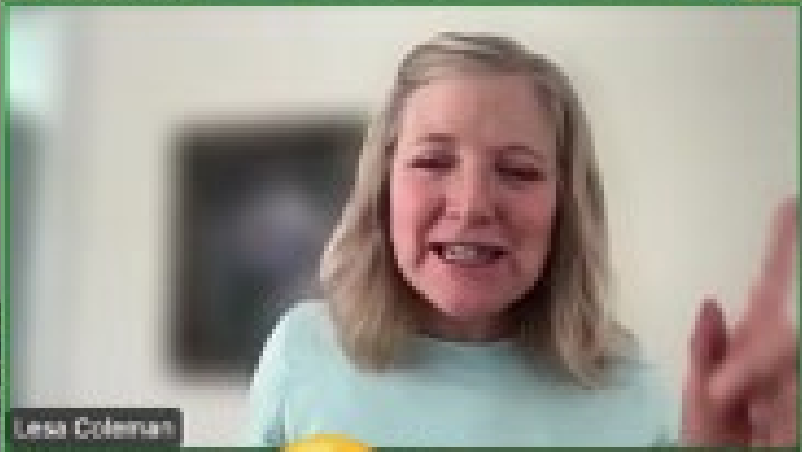
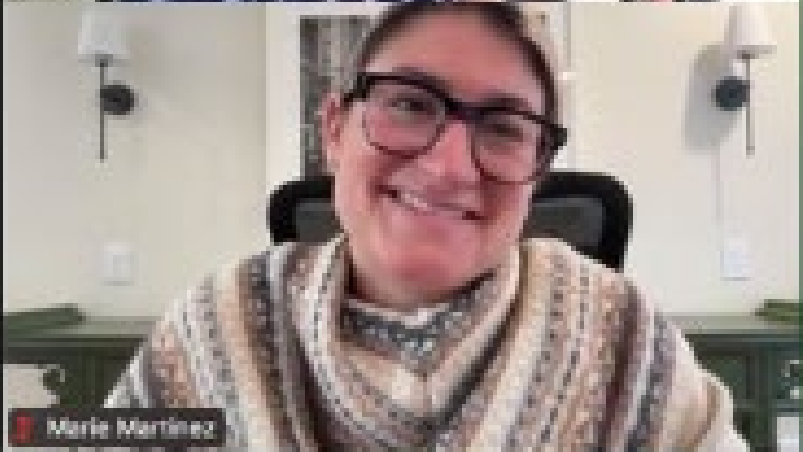
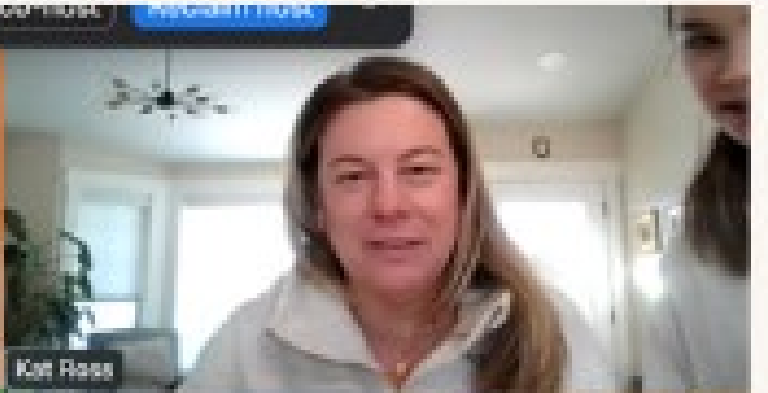
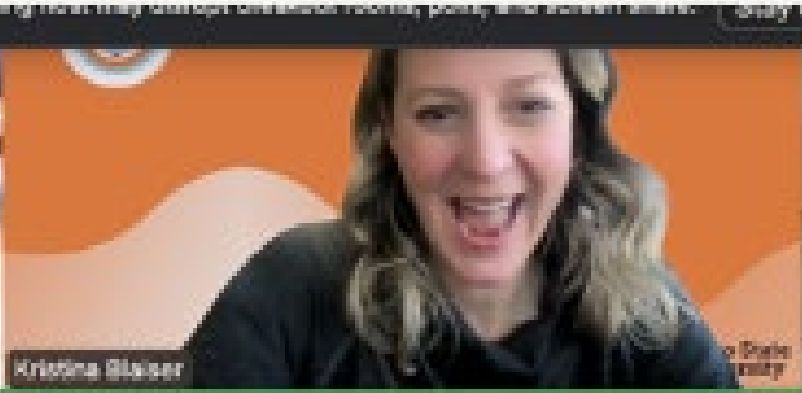
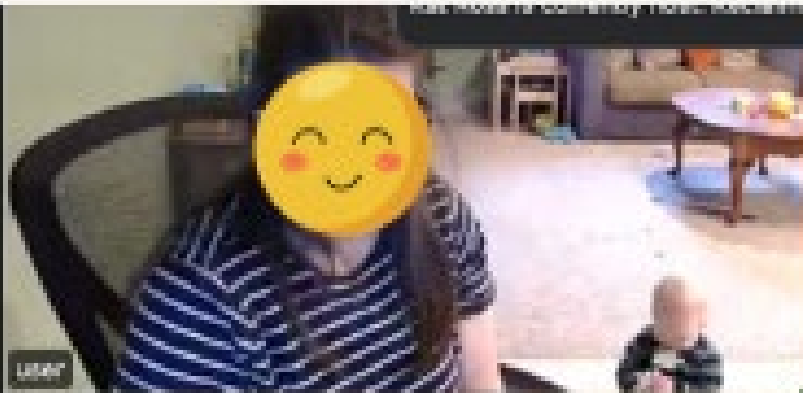
Family-to- Family Support



HATCH DNA

Added in Family- Centered Perspectives to graduate training





STAY TUNED

Add recordings/guest lectures into courses



Name: _____

Date: _____



Family Centered Questionnaire



Language and Culture

- What spiritual or religious beliefs are important to you?
- How are these beliefs present in your daily life?
- What are your family's values?
- How are these values present in your lives?
- Does your family have any traditions?
- What holidays do you celebrate?
- What languages are spoken in the home?
- Do language and/or culture play a significant role in your life? How so?



Personal Experiences and Personality

- What was life like when you were growing up?
- How do those experiences influence your parenting style?
- What does a typical day look like for you now?
- How do your current experiences affect your parenting style?
- How does your family express love for each other?
- What makes your family unique?
- How would you describe your personality?
- Would you consider yourself more outgoing or shy?
- Are you really organized or more spontaneous?



Learning Style

- What environments are the best for your learning?
- Do you learn best through seeing or doing?
- Do you learn best in groups or alone?
- Do you prefer written/spoken instructions or diagrams and examples?
- How do you feel when self-examining your strengths?
- How do you feel when examining areas of potential growth?
- How do you prefer receiving feedback?
- What can I do to best assist your learning?



Fun

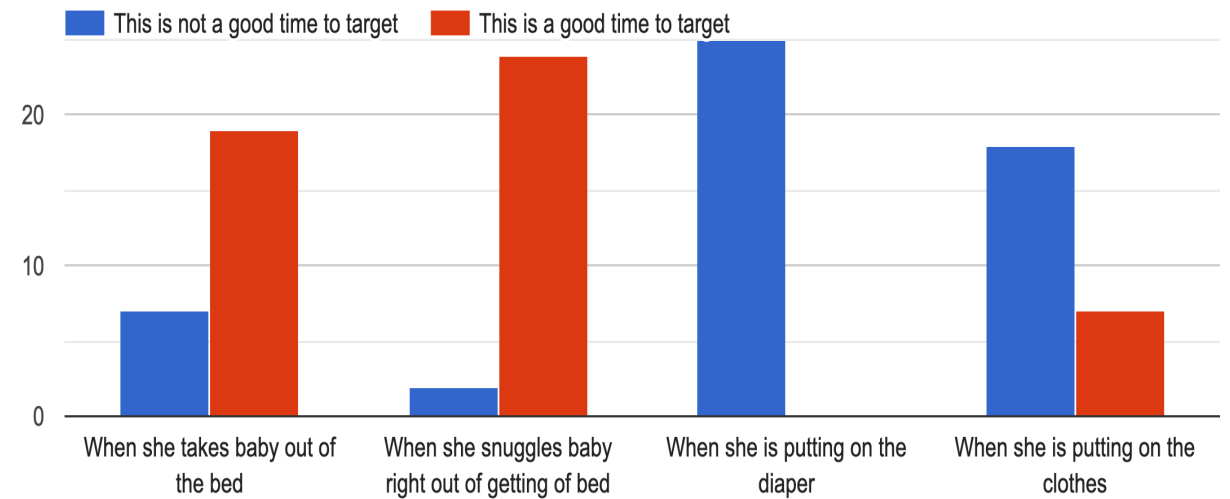
- What does your family do for fun?
- What does a typical day look like for your family?
- What does your family enjoy doing at home?
- What does your family enjoy doing in the community?

Questionnaire

Routine Reflection



When do you think that Mom should try to put hearing aids on?



National Family-Based Resources



Motor Memory of Finding/Sharing Resources

Find and upload information and resources
about communication/language



Locate and share local family-to-family
support

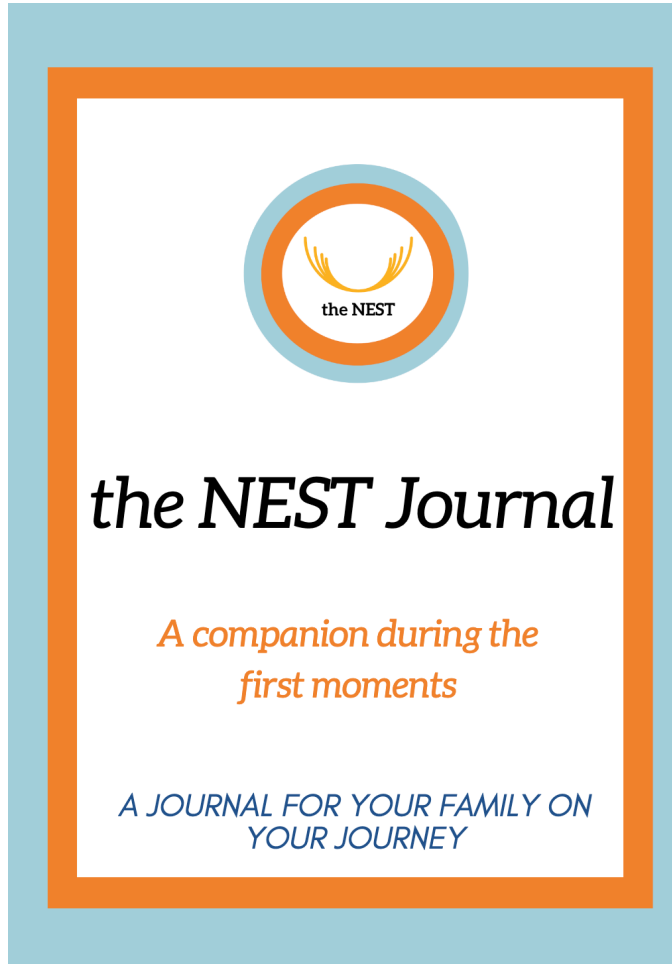


Advocacy/caregiver training resources

Family-Engagement Opportunities



The NEST



The screenshot shows the Moodle LMS interface for the course "IDFamSup22" at Idaho State University. The top navigation bar includes "Home", "Dashboard", "My courses", and "Academic Moodle ISU". The course title "IDFamSup22" is displayed in the top left of the content area. A list of course sections is shown on the left, with "Welcome to the NEST" highlighted in orange. The main content area displays "The NEST" course title and a navigation menu with options: "Course", "Settings", "Participants", "Grades", "Reports", and "More". Below the menu, the "Welcome to the NEST" section is expanded, showing a "Collapse all" link. The main content area features a large image of a woman and a young child playing together, with the "the NEST" logo overlaid on the right side.

SOAR

WHY ROUTINES ARE IMPORTANT PLACES TO START

- The language that you use every day with children builds a "script"
- Babies enjoy scripts that are used without any thinking. Examples:
 - This happens through repetition
 - We can intentionally build scripts with our babies
 - Leads to intention, vocabulary building, vocabulary



YOUR SCRIPTS



PUTTING IT TO ACTION

- Look at the routines that you have in your day
- Find the ones that are fun/interesting
- Consider the language that you are using in those routines
- The important thing is help your baby make a connection

HOMEWORK

- Think about what you are saying throughout your day
- In familiar situations, your and see if your baby will "fill in" the gaps
- Repeat back on how it's working!



Things to consider/try


No one program is perfect



There are needs and opportunities for graduate students (future professionals) to engage with families



Exposure, reflection, perspective taking, flexibility, unconditional positive regard are key highlights



The lessons families teach are priceless to training and future practice

So much Support!

- HATCH PhD
 - Marie Martinez
 - Ashley Ben-Jacob
 - Dr. Blair Richlin



ENDLESS POTENTIAL

Bringing together family support and provider training to improve the outcomes for children who are DHH.



Thank you!

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