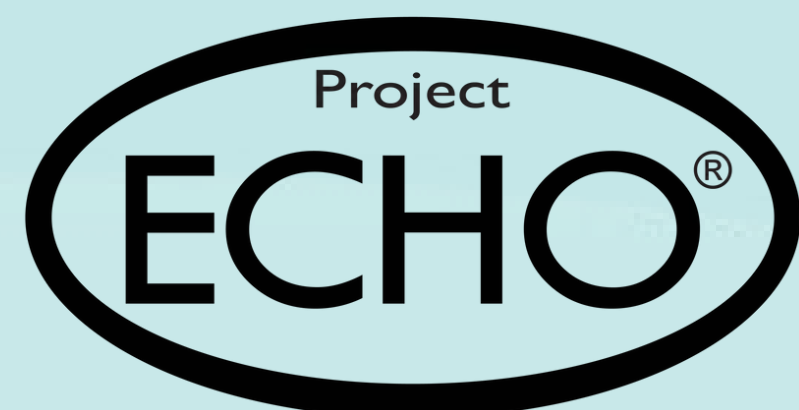


Lived Deaf Experiences and Advancing EHDI Training: *Early Outcomes from the Project ECHO Training Model*



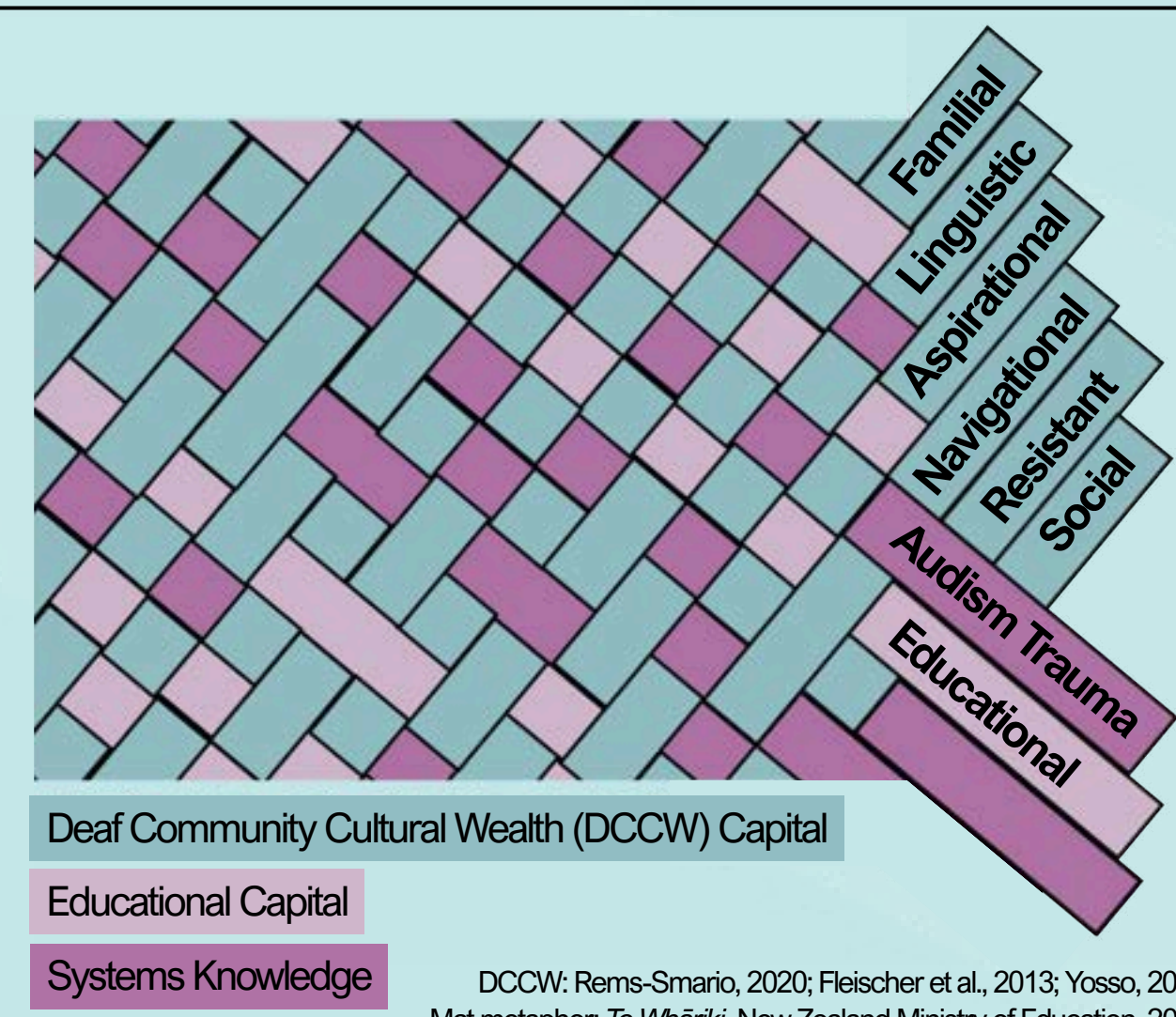
VISUAL LANGUAGE AND VISUAL LEARNING



THE UNIVERSITY OF BRITISH COLUMBIA

1. BACKGROUND WHY THIS MATTERS

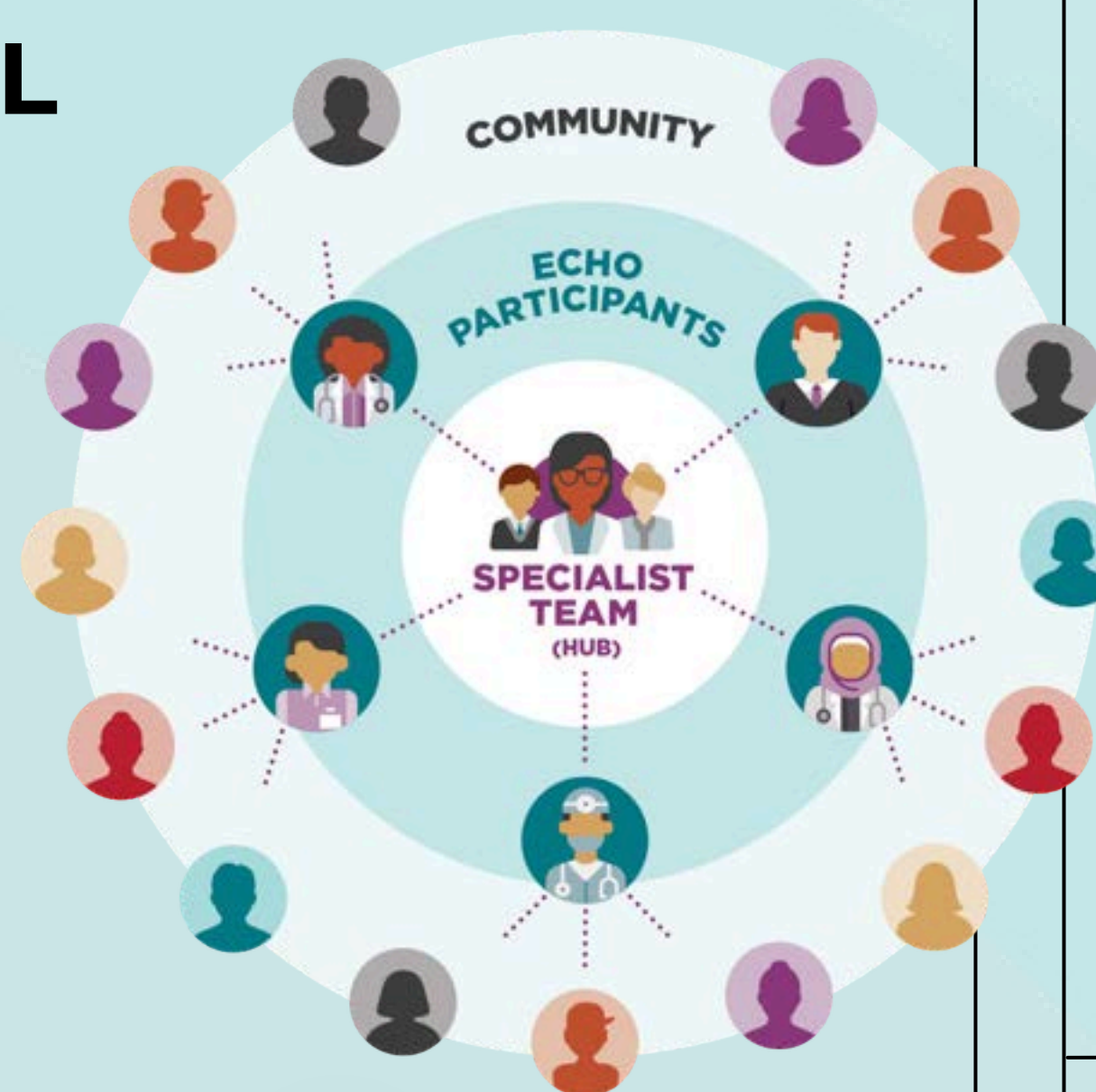
The meaningful involvement of Deaf professionals with lived experiences in designing, leading, and evaluating system-wide practices strengthens the impact and relevance of Early Hearing Detection and Intervention (EHDI) training.



DCCW: Rems-Smario, 2020; Fleischer et al., 2013; Yesso, 2005
Mat metaphor: Te Whānaki, New Zealand Ministry of Education, 2025

2. THE ECHO TRAINING MODEL

Project ECHO offers a model for effective cross-disciplinary training that facilitates impactful Deaf and hearing collaborations with a combination of three critical characteristics: 1) Lived experiences; 2) Systemic, multi-dimensional understanding of EHDI practices; and 3) Evidence-based tools that help professionals implement immediate, outcome-driven improvements.



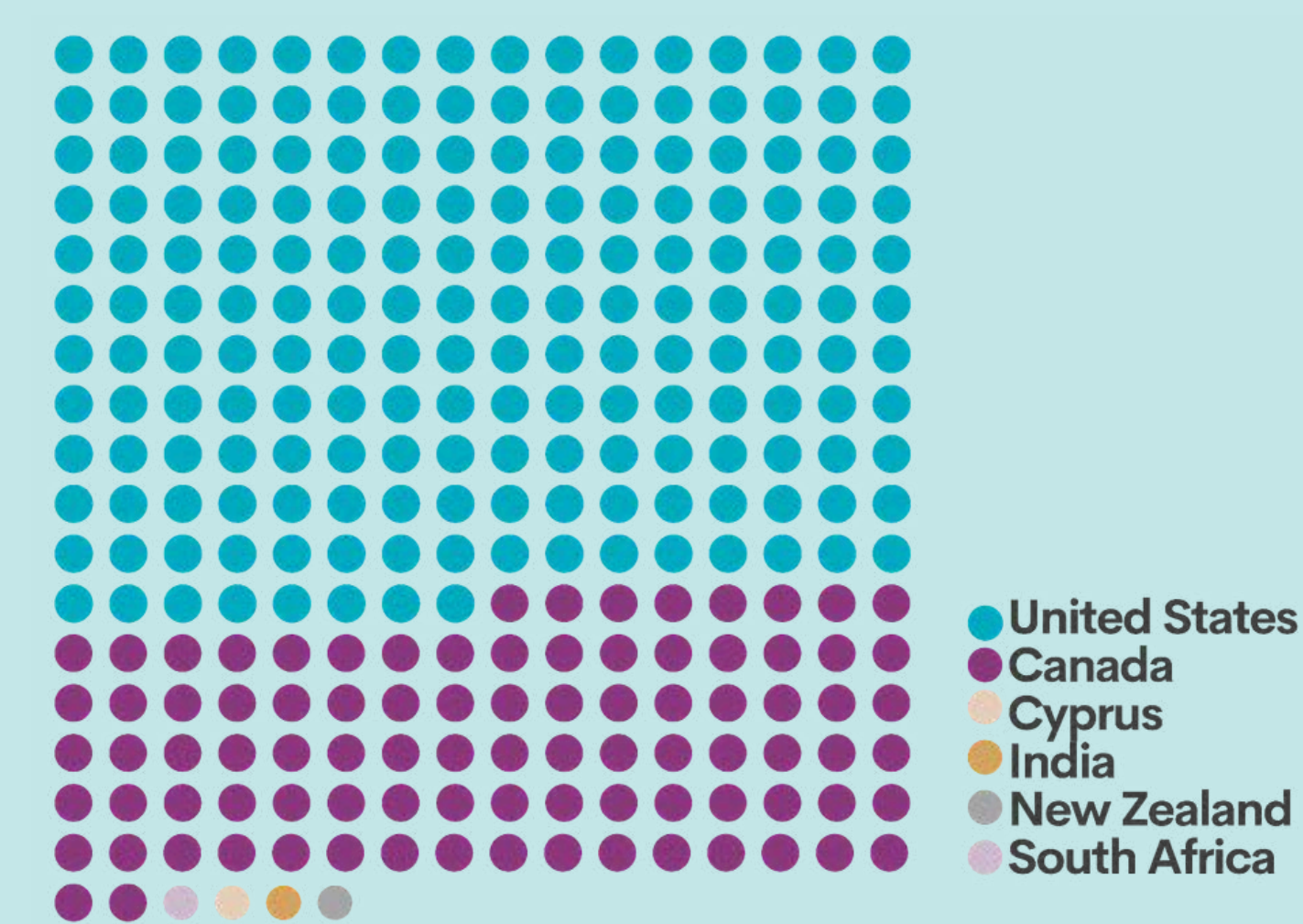
HUB TEAM

 Dr. Arielle Spellun SME; Developmental-Behavioural Pediatrician	 Dr. Wyatt Hall SME; Researcher	 Jorilee Pettinger SME; Assistant Director	 Twila Latini SME; EI Specialist	 Mallorie Evans SME; Educational Audiologist	 Kelsey Stock SME; Social Worker	 Julie Rems-Smario SME; Consultant & Advocate
 Melissa Malzkuhn PI/Director	 Alayna Finley Project Coordinator	 Mike Kang Consultation	 Lynette Mattiacci Facilitator	 Leila Sicoli Tech Coordinator	 TraciAnn Hoglind Design Coordinator	 Erin Pranzl Graphic Illustrator

AUTHORS

Alayna Finley, MA, PhD Student, University of British Columbia; Melissa Malzkuhn, MFA, Founder & Director, Motion Light Lab, Gallaudet University; Twila Latini, MEd, Deaf Education Consultant & Early Intervention Specialist; Mallorie Evans, MA, FAAA, PhD Candidate, Gallaudet University

3. EARLY INSIGHTS FROM COHORT 1



WHAT PARTICIPANTS ARE SAYING

"I don't think I have been this inspired and become so passionate about a subject in such a long time."

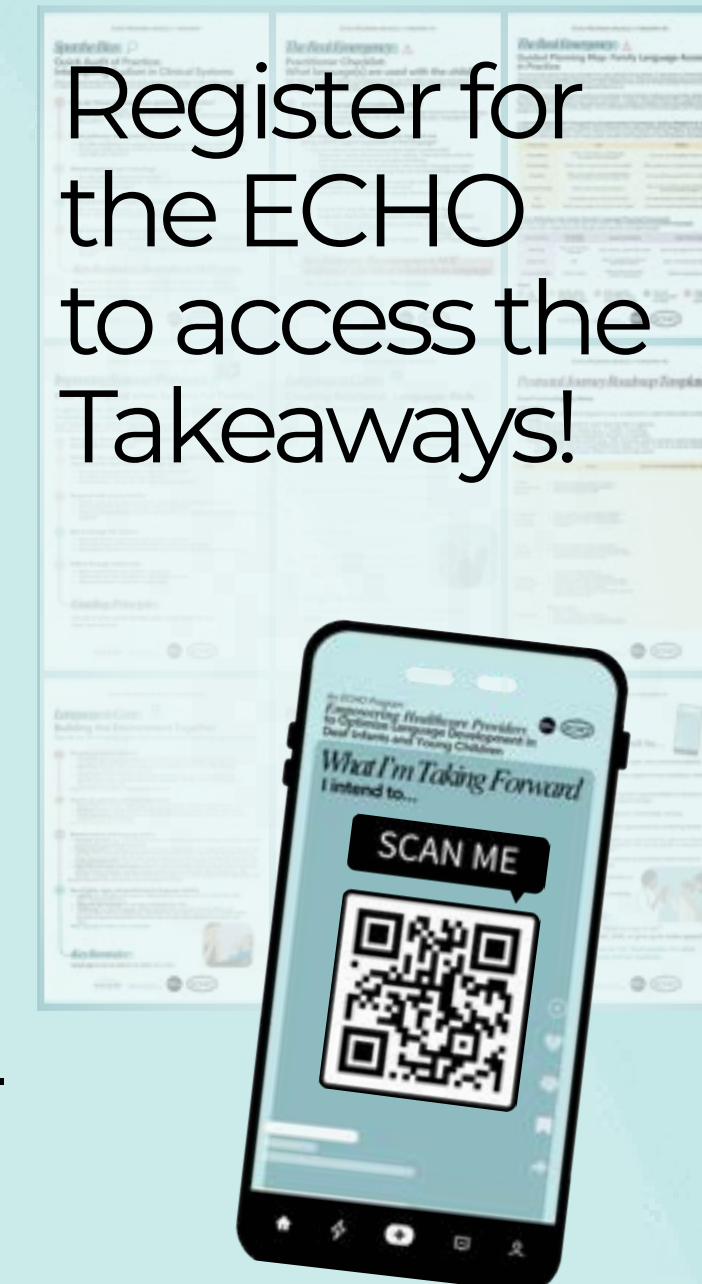
"The concept of 'joint decision-making' with the family and medical/development team."

"I feel so much more prepared to talk to parents of deaf infants about language development [...] for overall well being."

"Sharing the importance of deaf representation and using lived experience of deaf professionals to guide practice."

4. TAKEAWAYS

- 1.1 Quick Audit of Practice: Interrupting Audism in Clinical Systems
- 2.1 Practitioner Checklist: What Language(s) Are Used With the Child?
- 2.2 Guided Planning Map: Family Language Access in Practice
- 3.1 Improving Systemic Pathways: How to Respond When Systems Fail Families
- 3.2 Postnatal Journey Roadmap: Mapping Language Access Pathways
- 4.1 Building the Environment Together: Tips for Co-Developing a Language Plan
- 5.1 Checklist: Risk Screening After Hearing Screening
- 6.1 Commitment Card: By the end of this series, I commit to...
- 6.2 Immunity to Change X-Ray: Understanding why we resist changing practice



Register for the ECHO to access the Takeaways!

5. INVITATION TO SHARE & JOIN THE WORK

Changing systems is a collective action.



Register for Cohort 3, or spread the word:



Questions? Let's connect!
ML2xECHO@galludet.edu

COLLABORATORS

Motion Light Lab, Project ECHO, Gallaudet University, University of British Columbia, Boston Medical Center: The Pediatric Deaf and Hard of Hearing Collective; Clerc Center; LEAD-K Family Services, Twila Signs; University of Rochester; VLAA LAB (Visual Language Access & Acquisition Lab)