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Engaging Deaf Professionals in the EHDI System

Presented by:

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CALIFORNIA EHDI CO-COORDINATORS

LEAD-K Family Services



Sheri Ann Farinha, CEO

Principal Investigator



Julie Rems-Smario, Ed.D.

Early Language and Education Programs Consultant

Learning Outcome #1

Identify **5** of **7** areas Deaf professionals' work can **CONTRIBUTE** towards HRSA's 1-3-6 goals for your state's EHDI programs serving Deaf and hard of hearing infants and toddlers

Learning Outcome #2

Identify **2** strategies on how to **INVOLVE** Deaf and hard of hearing professionals in your state's EHDI programs.

Learning Outcome #3

Identify **3** ways to **COLLABORATE** with Deaf and hard of hearing professionals in your state's EHDI system.

We are your children grown. We can, in many instances, tell you the things your child would like to tell you if he had the vocabulary and the experiences to put his feelings and needs into words.

—Fred C. Schreiber, Executive Director of National Association of the Deaf (NAD), 1966-1978

Why is Deaf Leadership in EHDI Critical?

Families identify Deaf individuals as one of the most important sources of support.

JCIH – Goal 11:

All Children Who Are Deaf or Hard of Hearing and Their Families Have Access to **Support, Mentorship, and Guidance** From Individuals Who Are Deaf/Hard of Hearing

As former Deaf children, Deaf professionals have the expertise of their lived experience.

Q1

Benefits of Working With Deaf Professionals

- Knowledge and expertise of the Education and Medical Systems based on years of providing services and real life experiences
- Research on language & the brain using ASL and English (written or speech)
- Presentation by Deaf Professionals on early language acquisition,
- Advisory stakeholders on universal language milestones expressive and receptive
- Statewide Deaf Coach curriculum developed by Deaf Professionals Deaf children
- Parents and guardians who had a Family Deaf Coach can offer examples of language success
- Deaf parents can offer unique perspectives on visual early language skills

IT IS IMPORTANT TO HAVE DEAF PROFESSIONALS AS STAKEHOLDERS
INVOLVED IN EVERY ASPECT OF THE EHDI PROGRAMS

Main Parts

EARLY START REFERRALS

PARENT MENTORS

DEAF COACH COORDINATORS

CA EHDI LEAD-K Family Services
Stakeholders

STATE PARTNERSHIPS: DHCS, DDS, DSS,
CDE, and more!



#ENDLANGUAGEDEPRIVATION

Goals of CA EHDI: LEAD-K Family Services Program

1

hearing
screening of
all infants
before 1
month of age

3

audiological
diagnosis
before 3
months of age
if the infant
does not pass
hearing
screening

6

enrollment in
early
intervention
services by 6
months of age

6

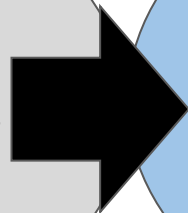
connected
with
Family/Parent
Mentor by 6
months of age

9

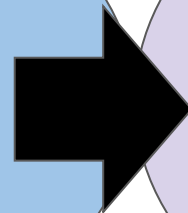
enrollment in
Deaf Coach
services as
offered
through early
intervention
by 9 months
of age

California EHDI

**DHCS/HCC
Audiologists
(IDENTIFY)**



**LEAD-K
Family
Services
Referral to
ES**



**Early Start
(Local
Education
Agencies &
Regional
Centers)**



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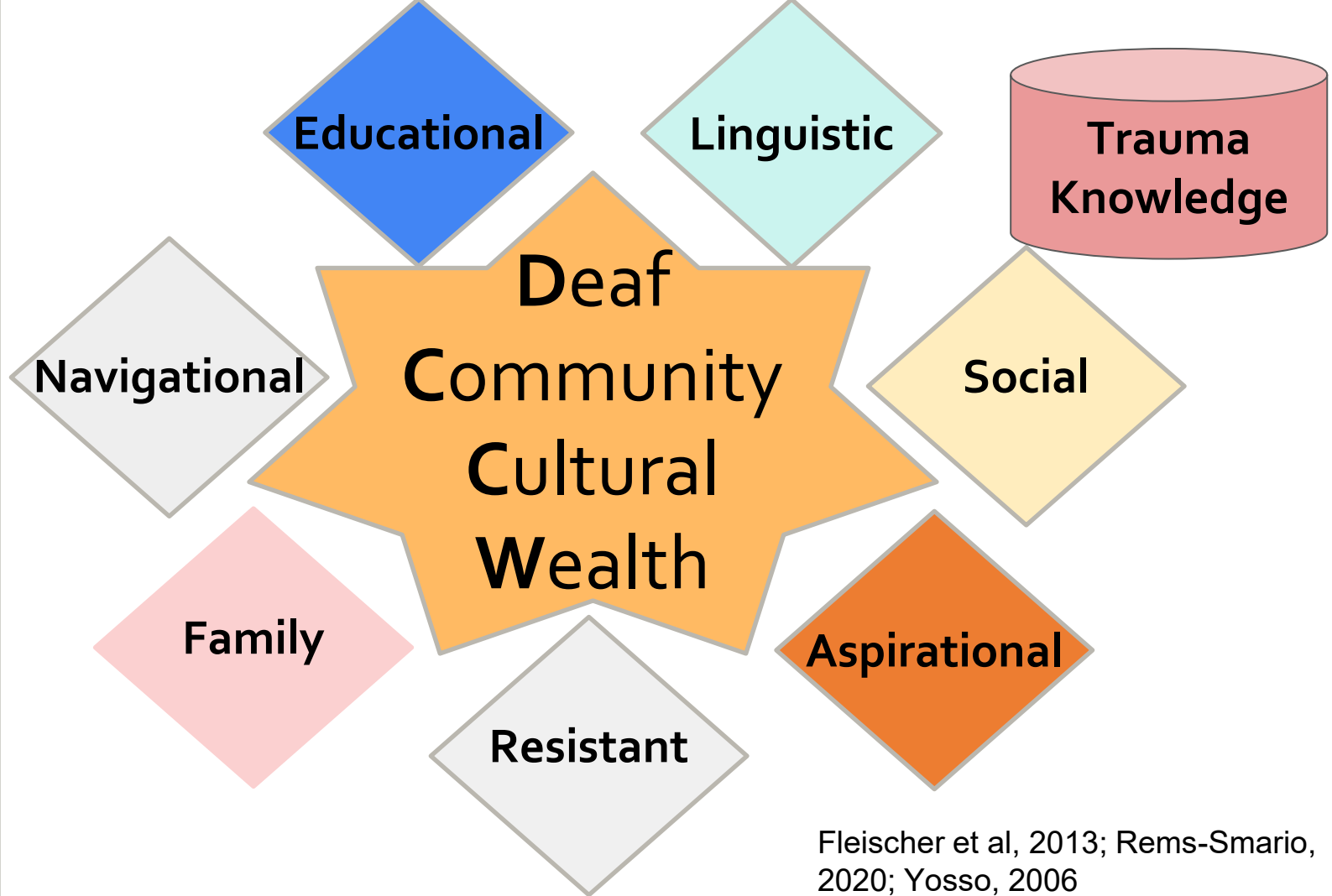
otometrics



EHDI SYSTEM

Various
Roles of
DHH
ADULTS

Q2



Fleischer et al, 2013; Rems-Smario, 2020; Yosso, 2006

Medical Model vs. Sociocultural Perspectives

MEDICAL PERSPECTIVE

Failed hearing test
Communication options (“either/or”)
Hearing loss
Early intervention
Diagnosis
Fix the ear
Hearing impaired
Vocational limited
Grief process
Auditory technology

SOCIOCULTURAL PERSPECTIVE

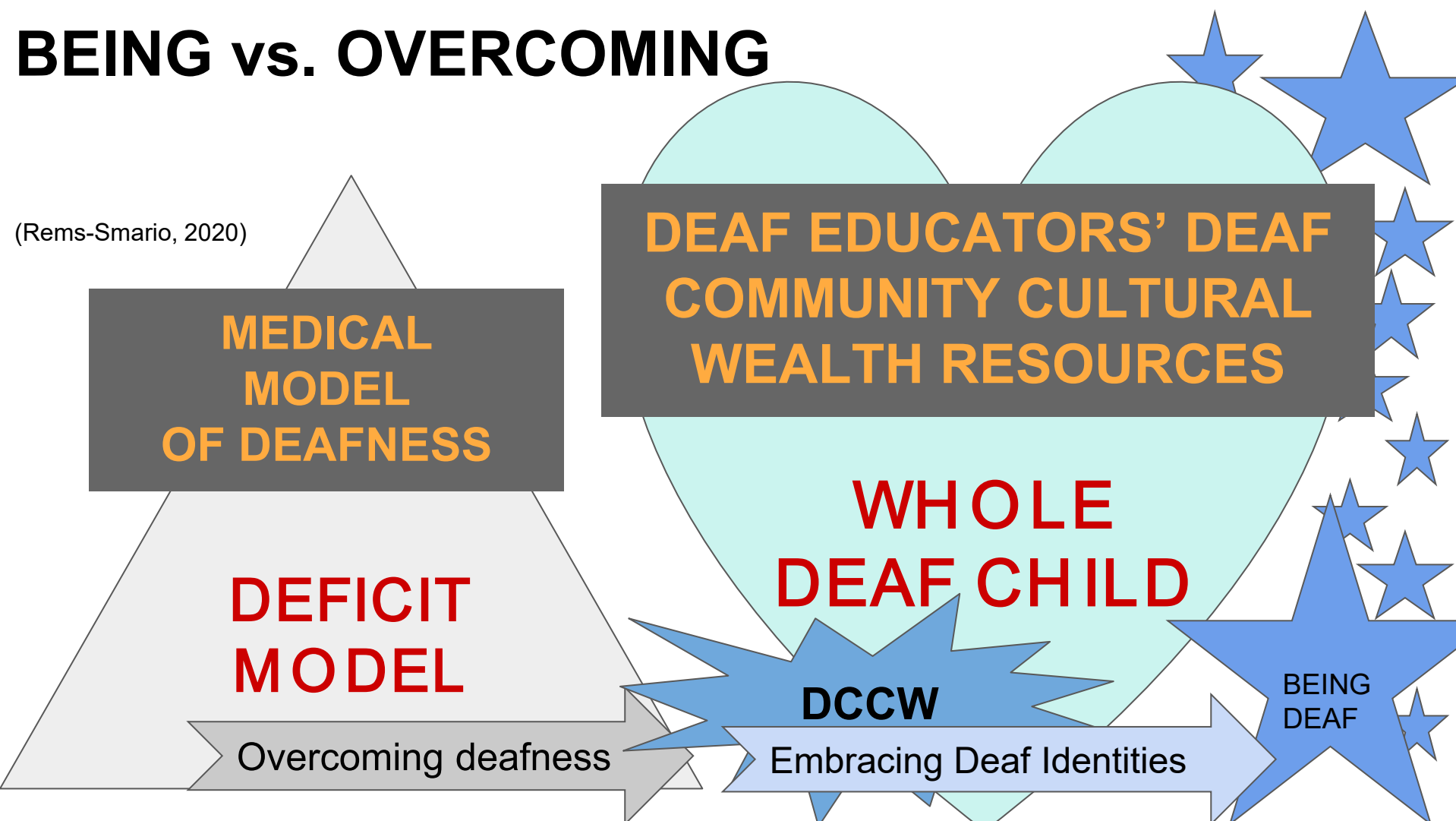
Referred to audiologist with explanation
All language acquisition opportunities
Hearing level/spectrum
Early family support and collaboration
Identified
Listening devices
Deaf and Hard of Hearing
Unlimited opportunities
Transition journey
Visual & auditory technology

I thought my daughter did not need ASL, because she had moderate hearing level . . . Through a Deaf specialist, I was at ease knowing that ASL boosts her spoken English. I believe that all babies with any hearing levels can learn ASL. I wish all Drs would share this information with new parents so we aren't so scared.

—Parent

BEING vs. OVERCOMING

(Rems-Smario, 2020)



As parents, we do our best with what we have . . . Parents of Deaf children have the Deaf community. As parents, we need to capitalize on the opportunities to socialize and interact with professionals in our Deaf community. Deaf children and families need Deaf professionals, and the Deaf community needs to embrace the young Deaf members of our community.

Parents coupled with Deaf professionals make a perfect marriage of families and community working as a team to prepare our Deaf students for a successful future!

—Parent

OUR Role as Deaf Professionals is to provide:

Coordinate with audiologists all infants who were identified Deaf and refer to the LEA or Regional Center for Early Intervention

Provide support for parents with LEAD-K Parent Mentors, encourage them to connect with their LEA for enrollment to Early Start Services

Provide support for families with referrals to Deaf Coaches via LEA

Collaborate with Deaf Education administrators at Deaf schools, private & public DHH programs

Conduct monthly Stakeholder meetings with state department representation from Dept of Healthcare Services, CA EHDI Pediatric Drs, CA Dept of Education, CA Dept of Social Services, and CA Dept of Developmental Services (Lead Agency for Part C)

Train and supervise Parent Mentors and Deaf Coach Coordinators for statewide services

Collect all data and share with HRSA

“Nothing about us, without us!”



***Nancy Hlibok, Deaf
Director of CDE State
Special Schools &
Services***



***Deaf Superintendent,
Glennis Matthews***



***Deaf Researcher
Dr. Wyatt Hall***



***Medical Doctor,
Dr. Michael McKee***



***Michelle Koplitz,
former Federal
agency employee,
HRSA***



**Deaf Lawyer,
Alice McGill**



**Early Language
Educator, Rita Ribera**



**Deaf coach, Stacy
Abrams**

My son was the first Deaf person I ever met . . . As a family, we embraced Deaf culture, American Sign Language, Deaf role models, and Deaf families early in his life. He grew to become a confident, highly educated, tolerant, and patient adult. I am grateful and proud as I reflect on how enriched our lives have become.

—Parent

Medical homes are supposed to include the Deaf community, but Deaf professionals are rarely invited. This can be changed by finding Deaf professionals and parents in your area.

CONTACT THE FOLLOWING:

EHDI / Newborn Hearing Screening Programs

Schools for the Deaf

Deaf Agencies

State association of the Deaf

Search the internet



Devika is 2 years old now . . . In these 2 years, we have learned to respect every Deaf person's ability to survive in this strongly opinionated and prejudiced hearing world. Destiny has chosen us to be her parents, and we have chosen not to disappoint.

—Harshada & Sachin Kadu (CSD Thrive Magazine, 2014)

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THANK YOU!