

# Wisconsin Sound Beginnings CARES

Coordination, Assistance, Resources & Evaluation Services

Orientation Packet

## Table of Contents

### WSB CARES Team Members

### Timeline and Referral procedures

### WSB CARES Early Intervention Processes

#### I. Assessment Protocol

- WSB CARES team members are part of the Birth to 3 Program IFSP process (Initial evaluation, joint visits, IFSP updates)
- Contribute to the Birth to 3 Program team evaluation and ongoing IFSP outcomes – consistent and unbiased deafness-specific developmental information

#### II. WSB CARES Beginnings

- Foundational concepts necessary for families to feel confident and competent in making decisions and in encouraging their child’s communication and social-emotional development
- A proposed framework of frontloading visits to allow for the provision of essential foundational, deafness-specific information

#### III. Program Evaluation

- Purpose: To continuously evaluate and improve the WSB CARES model to best meet the needs of families and Birth to 3 Programs related to children who are deaf and hard of hearing

## Staff Bios



**Chris Kometer, M.Ed, LSLS Cert. AVEEd:** Chris is the WSB CARES Coordinator and is a Teacher for the Deaf and Hard of Hearing. Chris brings nearly 30 years of experience to her role. She has experience teaching children who are D/deaf or hard of hearing in four different states in a variety of settings--public school, university clinic, statewide outreach, and most recently, 17 years in a non-profit agency as Program Director for Early Intervention services, working within the WI Birth to 3 Program. She has worked with children and families who use American Sign Language, Total Communication and Listening and Spoken Language (LSL). She received an Advanced rating in ASL skill level and also holds certification as a LSLS Cert AVEEd. She completed the Infant, Early Childhood and Family Mental Health Capstone Certificate Program. She has also coordinated parent educational and support services, social-recreational events for children and families, sign language classes and larger family-focused events. **ckometer@cesa1.k12.wi.us, 262-777-1058**



**Lauren Burke, MS/CCC-SLP:** Lauren is the WSB CARES Communication Specialist with an emphasis on Listening and Spoken Language. Lauren has worked within the Wisconsin Birth to 3 Program as a primary provider (Dane County) for seven years supporting infants and toddlers who are D/deaf or hard of hearing alongside and in partnership with their families. Lauren has experience using primary provider model, coaching, and teaming practices. She has completed coursework and training in pursuit of certification as a Listening and Spoken Language specialist. She is passionate about collaborative practices for the benefit of children, families, and Birth to 3 providers throughout the state. Lauren began her career as an Early Childhood Special Education teacher before pursuing speech and language (UW-Whitewater). **lburke@cesa1.k12.wi.us, 608-280-1148**



**Andy Altmann, MSW:** Andy is the WSB CARES Communication Specialist with an emphasis on American Sign Language. Andy was born to Deaf parents; he and his two siblings are the fourth generation born Deaf. Andy grew up in a mainstream school setting from third grade to graduate school. He received his Bachelor degree in Social Work at UW-Milwaukee and Master degree in Social Work at Barry University in Miami. Andy is pursuing graduate certification at Gallaudet University targeting collaboration, leadership, and interdisciplinary practices in early intervention. Besides working as a social worker, he also teaches ASL and has worked as Deaf interpreter. Andy loves making positive differences in children's lives. **aaltmann@cesa1.k12.wi.us, 262-327-7212 (text only), Videophone is 262-290-2870 (voice & point 2 point)**



**Jess Dallman, LPC:** Jess is the WSB CARES Social Emotional Development Specialist and is a Licensed Professional Counselor trained in a) early intervention with Deaf and Hard of Hearing Infants, Toddlers, and their Families (through Gallaudet University), b) Infant, Early Childhood, and Family Mental Health (through UW-Madison), and c) trauma-informed care and trauma therapy, including EMDR therapy. Before pursuing education as a mental health provider, Jess taught children who are D/deaf or hard of hearing in mainstream, public school settings on the Navajo Reservation in New Mexico. [jdallman@cesa1.k12.wi.us](mailto:jdallman@cesa1.k12.wi.us)



**Connie Stevens, MA:** Connie is the Parents Reaching Out Lead and coordinates Sounding Board Tuesdays, the WSB Family Listserve and other parent to parent support and social activities throughout Wisconsin. Connie began her journey in 1998 after learning her daughter was deaf. An applied sociologist by training, Connie researched best practices and resources for her family. She became a leader in parent-to-parent support serving as a Parent Educator and Director at Shore to Shore, leading parent support groups and sign language classes for five years. She was a founding member of Wisconsin Families for Hands & Voices and serves on the board of directors. Connie co-wrote and edited the “Babies and Hearing Loss Interactive Notebook.” [cstevens4@wisc.edu](mailto:cstevens4@wisc.edu), 608-577-3895 (voice, text, or Facetime).



**Elizabeth Seeliger, AuD:** Elizabeth spearheaded development of the WSB-Birth to 3 Program collaboration. The Director since WSB’s inception, she has worked as a clinical audiologist in a variety of settings, helping guide families through the process of hearing screening, diagnosis and intervention. She initiated the original AEIOu Research Study. She served on the Board of Directors for Hands & Voices HQ and its Wisconsin Chapter. She is a graduate of the UW-Madison Infant, Early Childhood and Family Mental Health Advanced Clinical Practice Certificate Program. She is the 2015 winner of the Antonia Brancia Maxon Award for EHDI Excellence. [elizabeth.seeliger@wi.gov](mailto:elizabeth.seeliger@wi.gov), 608-422-1254

# CARES Roll-out Plan



- Southern Region: March 2021
- Western Region: January 2022
- Northern Region: January 2022
- Northeastern Region: June 2022
- Southeastern Region: January 2023

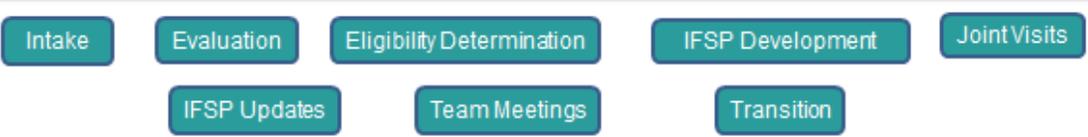
## CARES Regions Roll-out

<p><b>Newly Referred</b></p> <p>Any family referred to the Western or Northern Region after completion of your WSB/County Meet and Greet</p>	<p><b>Already Enrolled</b></p> <p>WSB will discuss kids already enrolled during the WSB/County Meet and Greet</p>
--	---

WE-TRAC system notifies CARES Team that an EI referral has occurred

EI coordinator sends the County Birth to 3 Team the Diagnostic Audiology Report email next business day after notification

WSB EI Coordinator discusses the referral with the County Intake staff prior to the county attempting to make contact with the family. WSB offers education and support for conveying the importance of immediate enrollment. This is to address the goal of increasing enrollment at the time of first referral.



## Assessment Protocol

On-going assessment of children who are deaf or hard of hearing is an important component of the WSB CARES Program. We have standardized our basic assessment protocol for the following purposes:

- to provide consistent and unbiased deafness- and child-specific information
- to gather data to continually improve our services
- to report aggregated data to our federal granting agency who funds our services

The WSB CARES standardized test battery is outlined below. If County Birth to 3 evaluators already administer any of these tools, we will not repeat them. Additional tools may be incorporated as appropriate for individual children/families. Prior to the assessment, we will also request a copy of any background information obtained through the Intake Process.

**At initial WSB CARES assessment; then updated annually:**

Tool	Purpose	Method
<b>Cincinnati Auditory Skills Checklist</b>	Auditory skills develop in a hierarchy; this tool looks at where there may be gaps in auditory skills due to the hearing loss	Parent report and professional observation
<b>Developmental Assessment of Young Children (DAYC-2) - Modified</b>	Used to assess children birth through 5 in the following domains: cognition, communication, social-emotional development, physical development, and adaptive behavior.	Parent report and professional observation. Modified version available for use with DHH children
<b>Visual Communication and Sign Language Checklist for Deaf and Hard of Hearing Children (VCSL)</b>	Since vision is another way to access language and communication, this tool looks at the child's visual attunement to communication behaviors, whether or not currently using formal sign language	Parent report and professional observation
<b>MacArthur Bates Communicative Development Inventories</b> (including one specific for use of sign)	If 8 months of age or older, then the MacArthur Bates will also be included. Measures vocabulary and early language development.	Parent Report
Social-Emotional tool used by County Birth to 3 team.	Social-emotional development can often be impacted by a hearing difference	Depends on the tool
Additional		
<b>Brief Early Relational Assessment (B-ERA):</b> <i>To be conducted within the first 6 months of services</i>  <i>To be repeated at Transition.</i>	Helps to enhance & strengthen parents' awareness of their relationship with their child and of their child's communication behaviors in order to facilitate development within the context of the parent-child relationship	Videotape 3 5-minute parent-child interactions; recordings coded to identify areas of relationship strength and concern; short video clip is reviewed with parent
<b>Rossetti Infant-Toddler Language Scale</b> <i>[If no communication tool will be used by the County, this tool may be added]</i>	Because hearing loss impacts communication and language development, this will provide a baseline for development of spoken language and prelinguistic communication behaviors	Parent report and professional observation
<b>Pragmatics Checklist</b>  <i>Used at Transition</i>	Assesses child's use of language. Can be important in determining eligibility for Part B services	Parent Report

## WSB CARES Beginnings

As part of the WSB CARES model, we have found that there are foundational concepts necessary in order for families to feel confident and competent in making decisions and in encouraging their child's communication and social-emotional development. Therefore, we strongly recommend that at least 6 visits are scheduled with the CARES provider, Birth to 3 Program team, and family to focus on these concepts. If hearing and/or communication is the primary concern, it is recommended that these visits are scheduled within the first six months.

### Parent Priorities Handout:

Families who have a baby or toddler who is deaf or hard of hearing are presented with a wave of new learning and expectations. You are introduced to new terminology, new professionals, and are presented with choices that require decision-making on topics that may be unfamiliar. This is a lot for you to take on, all while doing the most important work of caring, bonding, and connecting with your little one.

WSB CARES team has created a guide of topics for families to participate in alongside their Birth to 3 providers that will allow for the sharing of unbiased information, space for reflection, and resources for further learning. We will spend several visits navigating these topics together.

**Parents/Caregiver, please review the topics below and number them in order of your interest/priority:**

	<p><b><u>Your Team</u></b> Understanding your team, how everyone works together and your journey getting to this point (Ear, Nose &amp; Throat Doctor, Audiologist, Primary Care Physician, Birth to 3 Program, Wisconsin Sound Beginnings)</p>
	<p><b><u>Parent-Child Early Relationships Matter</u></b> Let's observe how YOUR baby/toddler is communicating (without words/signs) and learn strategies for responding and building relationship and communication.</p>
	<p><b><u>It's All About the Brain</u></b> Early brain development and connection to communication, language, and relationships</p>
	<p><b><u>Your Child's hearing status - What does it all mean?</u></b> Understanding the terms and descriptions of hearing levels, hearing tests, the hearing pathway, and unpacking how it applies to your child.</p>
	<p><b><u>Technology Opportunities</u></b> Understanding amplification and assistive technology, the benefits and limitations, and strategies for optimizing their usefulness in daily routines.</p>
	<p><b><u>Communication Opportunities</u></b> Languages, signing, listening, talking, Culture &amp; Community, what it takes</p>
	<p><b><u>GREAT (Grass Roots Engagement Action Team) Role Models and Parents</u></b> Meet young adults who are D/deaf or hard of hearing to learn about how they grew up and what they're doing now, and meet parents who have children who are D/deaf or hard of hearing to hear about their experiences and journeys</p>

## Program Evaluation

WSB CARES team will conduct program evaluations in order to continuously evaluate and improve the CARES model to best meet the needs of families and Birth to 3 Programs related to children who are deaf and hard of hearing. We will gather feedback and data to promote the efficacy and quality of the WSB CARES model, to determine future directions, and to share outcomes with our federal grant funding sources.

- Information gathered from three perspectives each time:
  - Family Input
  - Birth to 3 Program Provider Input
  - WSB CARES provider Input
- WSB CARES provider sends program evaluations to families and Birth to 3 providers. Surveys are returned to WSB Program Director - electronically or via mail. Program Director will aggregate and summarize information to protect anonymity.
- Survey is conducted at 6-month IFSP update, at 12-month IFSP update, and annually after that.