



IDAHO SOUND BEGINNINGS

EARLY HEARING DETECTION AND INTERVENTION

Care Coordination for Children Who are Deaf or Hard of Hearing
A Team Approach

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Brian Shakespeare

- Employed by Idaho Department of Health and Welfare

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- Paid through HRSA grant number 2-H61MC00010-20-00
 - Workshop Mentor

POINTS OF DISCUSSION



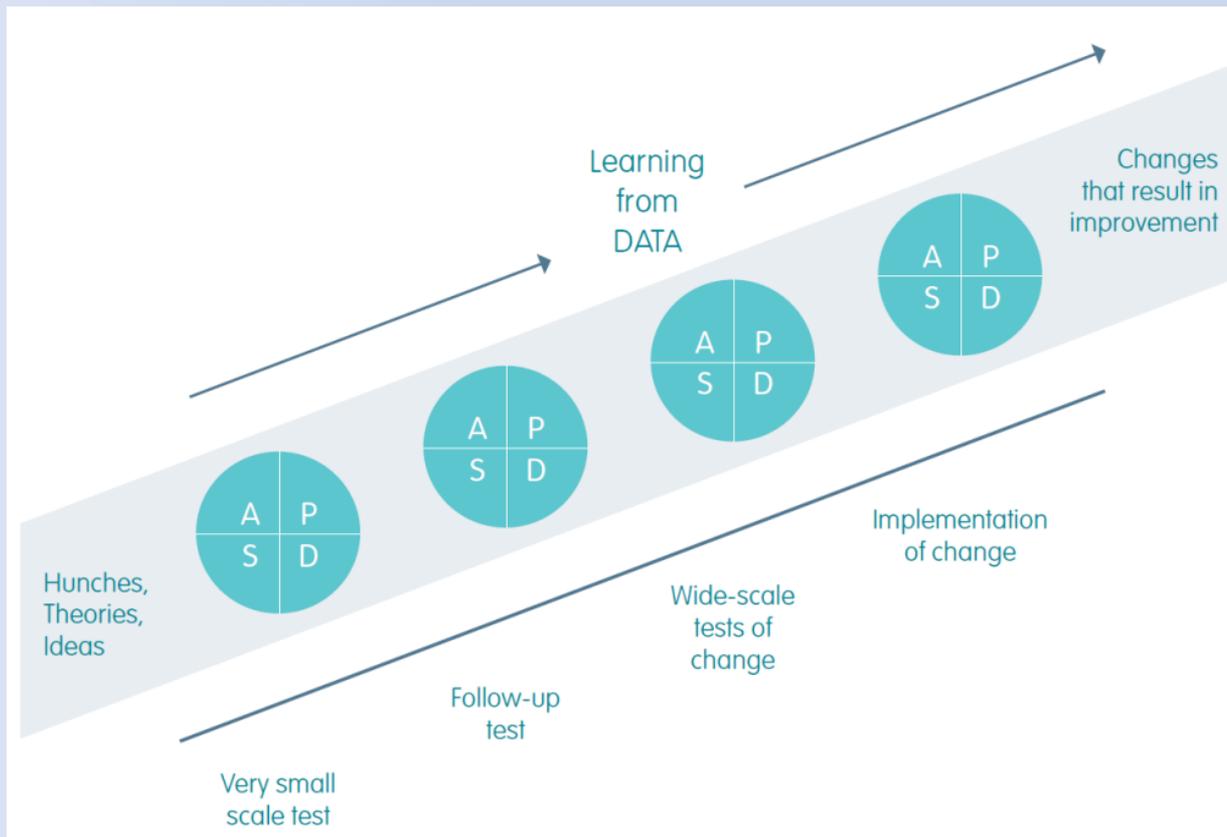
- The PDSA Model (Plan, Do, Study, Act)
- Conflicts in Interprofessional Partnerships
- How to hold a collaborative interprofessional training

“Never doubt that a small group of thoughtful, committed people can change the world. Indeed it is the *only* thing that ever has.” – Margaret Mead

PLAN, DO, STUDY, ACT



“Dream big. Start small. Act now.” – Robin Sharma



CHALLENGE



- Idaho's EHDI system seemed complicated for families
- Providers operate in silos
 - Confusion regarding HIPAA and FERPPA
 - Lack of common purpose
 - Distrust in other providers
 - Territorial behavior

PLAN



What was the plan?

- Provide an opportunity for providers that have common patients to have a shared learning experience.
- Invited 10 professionals from each of the following fields:
 - Audiologists
 - SLPs
 - Deaf educators
 - Part C service providers
 - Students



Do



- We developed a 4-week online course with reading assignments and live chats
 - Moodle
 - Zoom
- Course work
 - Week 1 – Introduction to EHDI and JCIH Guidelines
 - Week 2 – Implicit bias and cultural competence
 - Week 3 – Connecting families to Idaho EHDI
 - Week 4 – Holding space and shared decision making

Do



- 3-day in-person workshop
 - Intro to EHDI
 - Who's who?
 - Shared decision making
 - Trauma based EI
 - Fish bowl
 - Role playing with actual parents of children who are deaf or hard of hearing

STUDY



What did we study?

- Course evaluation
- Emotional impact
- COVID-19 impacted the ability to evaluate long term outcomes as initially planned



STUDY – QUOTES FROM PARTICIPANTS



- “Holding space was highly valuable.”
- “I appreciated having the 1st day to learn about all the providers... I think each day progressed very fluidly and built on the previous day.”
- “Great experience! I will use these skills in my future practice.”
- “Wish we had more time during role-play.”
- “I would love more small-group interaction between students and professionals. The role-playing was great and I got to learn a lot about each discipline.”
- “I felt this workshop really helped with making other professionals aware of what we do, but also knowing what they do. I hope this helps promote more communications between us to better serve families.”

- Adapted and modified both material and format
- Planned workshop around the national EHDI meeting
 - To take advantage of additional learning opportunities beyond the shared learning experience



LESSONS LEARNED



1. Do not hold your first iteration of a ground-breaking training directly before a world-wide pandemic.
2. Ensure groups members practice in the same community/geographic area.
3. Don't be afraid to evoke an emotional response in the professionals.