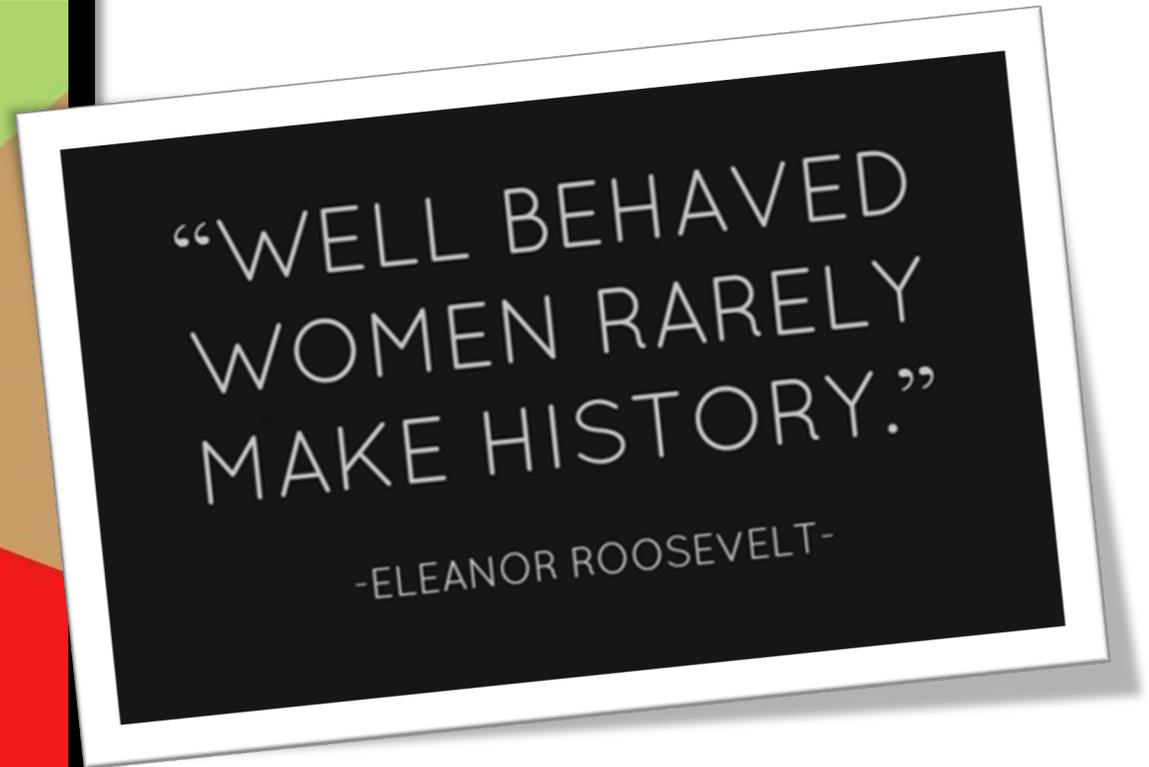


EARLY INTERVENTION

*The importance of the **WHOLE** child approach*

ANITA & TABBY



GOALS

1. Participants will learn the seven development domains included in a whole child approach to services.
2. Participants will learn how a hearing loss impacts whole child development.
3. Understand the importance of the JCIH recommendations on whole child development.

**Alexander Graham
Bell Association
(AGBell)**

**American Academy
of Audiology**

**American Academy
of Pediatrics (AAP)**

**American Academy
of Otolaryngology-
Head and Neck
Surgery (AAO-HNS)**

**American Speech-
Language & Hearing
Association (ASHA)**

**Council on
Education of the
Deaf (CED)**

**Directors of Speech
& Hearing Programs
in State Health and
Welfare agencies
(DSHPSHWA)**

**Boys Town National
Research Hospital**

**Centers for Disease
Control and
Prevention (CDC)**

**National Institute on
Deafness and other
Communication
Disorders (NIDCD)**

JOINT COMMISSION ON INFANT HEARING (JCIH)

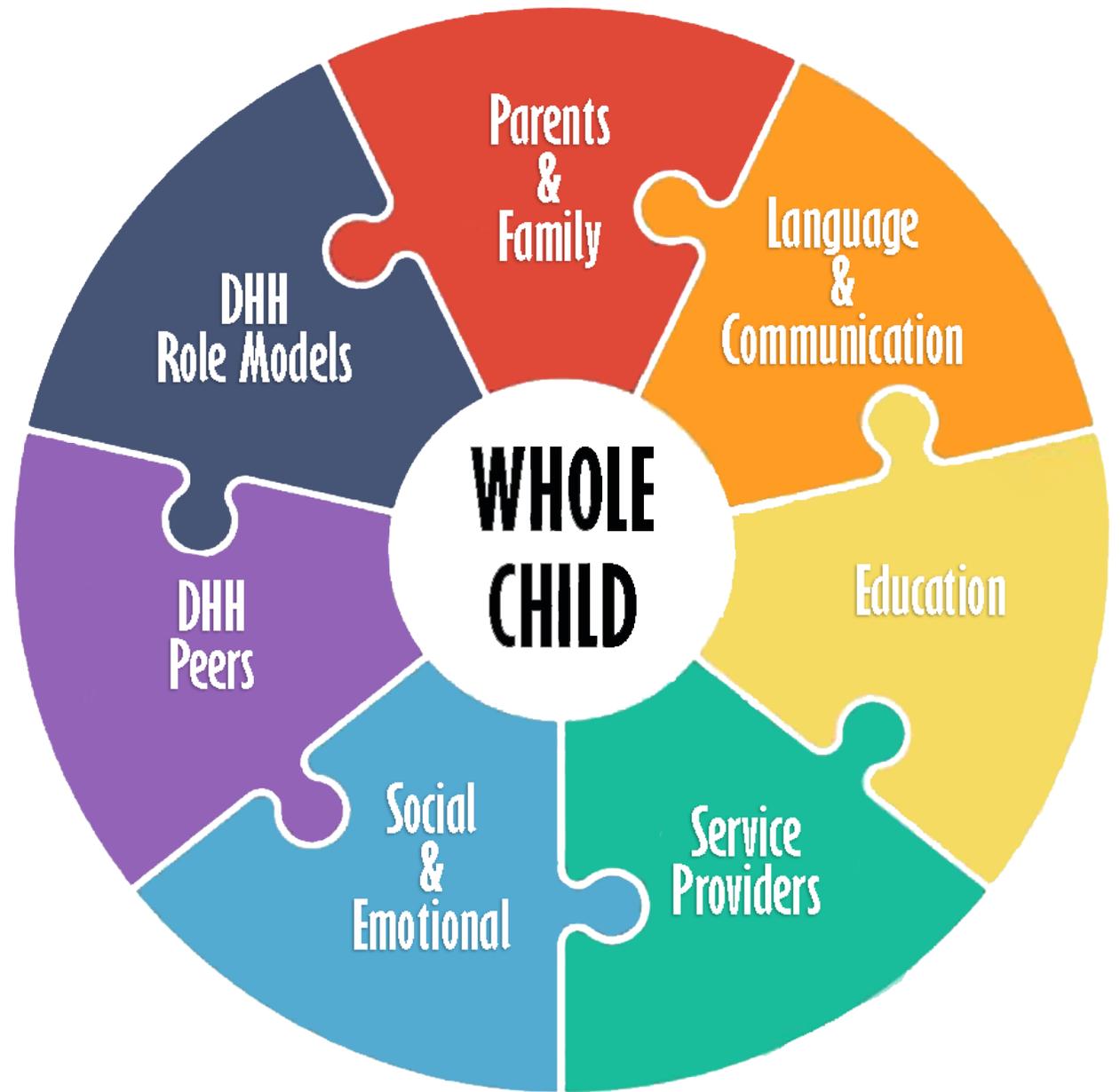
<http://www.jcih.org/members.htm>

JCIH BEST PRACTICES

- ✓ All DHH Children and Their Families Have Access to Timely and Coordinated Entry Into EI Programs
- ✓ All DHH Children and Their Families Have Timely Access to Service Coordinators Who Have Specialized Knowledge and Skills
- ✓ All DHH Children and Their Families Have EI Providers Who Have Professional Qualifications, Core Knowledge and Skills
- ✓ EI Services to Teach ASL Will Be Provided by Trained Professionals Who Have Native or Fluent Skills
- ✓ EI Services to Develop Listening and Spoken Language Will Be Provided by Professionals Who Have Specialized Skills and Knowledge
- ✓ All DHH Children and Their Families From Culturally Diverse Backgrounds Have Access to Culturally Competent Services
- ✓ All DHH Children Should Have Their Progress Monitored Every 6 Months From Birth to 36 Months of Age
- ✓ All DHH Children With Hearing Loss of Any Degree Receive Appropriate Monitoring and Immediate Follow-up Intervention Services
- ✓ Families Will Be Active Participants in the Development and Implementation of EHDI Systems at the State/Territory and Local Levels
- ✓ All Families Will Have Access to Other Families Who Have Children Who Are DHH
- ✓ DHH Individuals Will Be Active Participants in the Development and Implementation of EHDI Systems at the National, State/Territory, and Local Levels
- ✓ All DHH Children and Their Families Have Access to Support, Mentorship, and Guidance From Individuals Who Are DHH
- ✓ As Best Practices Are Increasingly Identified and Implemented, All DHH Children and Their Families Will Be Ensured of Fidelity in the Implementation of the Intervention They Receive

<http://www.jcih.org/JCIH-2007-Position-Statement-Supplement.pdf>

THE WHOLE CHILD



PARENTS & FAMILY

- 90% + of all DHH babies born to two hearing parents
- Unfamiliar with hearing loss
- Unfamiliar with the system
- No idea what to expect
- Need unbiased support, information and resources
- Need interaction with other parents/families with DHH children

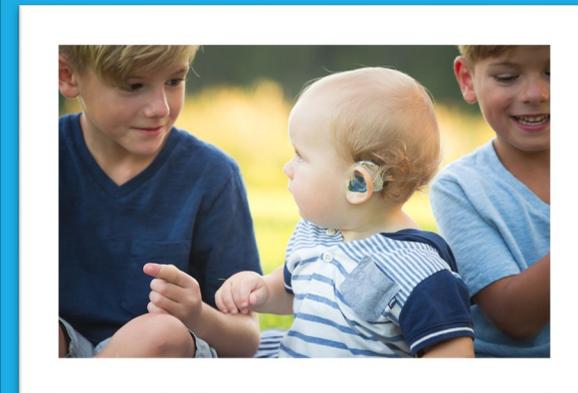


LANGUAGE/COMMUNICATION

- Effective communication **REQUIRES** language
- The focus for all DHH children should be developing language, regardless of the modality
- Speech does not equal language
- No one way that works best for ALL DHH children
- Rarely a one time choice

“What works for your child is what makes the choice right.”

Hands & Voices



EDUCATION

- Education for DHH children must be **INDIVIDUALIZED**
- Education goes far beyond the edges of a report card
- Academics are important but so are interpersonal, self-advocacy, and life skills.
- Extracurricular activities are also important
- DHH children should have effective communication and interaction with classmates and school staff



SERVICE PROVIDERS

- Critical members of our team, we need their guidance and expertise
- **IMPERATIVE** that all service providers empower families with unbiased support and information
- Should avoid the either/or philosophy



SOCIAL/EMOTIONAL

- Positive self-identity and sense of self worth are important for all children, this is much harder to do without effective communication
- Communication barriers can make it hard to develop age appropriate social skills
- Incidental learning makes up 90% of what people with normal hearing learn. Lack of incidental learning has a huge impact



DHH PEERS

- Many DHH children are isolated
- Everyone needs true peers, someone that “gets” them
- Can help DHH children feel less “alone in the world”
- Exposure to other DHH children helps to develop a positive self-identity
- Need exposure to diverse DHH children



DHH ROLE MODELS

- Exposure to diverse DHH role models is beneficial to DHH children and their families
- Give a glimpse of the future
- Can share “what its like to be DHH”
- Can make the journey a little less scary for everyone
- Shows DHH children and their families that DHH people truly can do anything





THANK YOU

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Hard of Hearing**

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