

**WEII (Wyoming Early Intervention Initiative) Plus Program Facilitator Manual
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WEII Plus Program Description

The Wyoming Early Intervention Initiative (WEII) Plus Program is a statewide service delivery model provided through the Wyoming Child Development Centers and is available at no cost to Wyoming families who have children who are deaf/hard of hearing from birth through two years of age. WEII Plus can be made available to children ages three to five upon request. The WEII Plus Program empowers Wyoming early intervention providers and families by providing training, resources, strategies, and coaching. Early intervention providers and families are supported in making informed decisions to give the child the opportunity to achieve their highest potential. WEII Plus is family-centered and focuses on parents being their child's first and most important teacher.

Introduction

The WEII Plus Program is available through Wyoming Families for Hands and Voices and is coordinated by the WEII Plus Coordinator in conjunction with the WEII Core Team. The WEII Plus Coordinator is highly qualified. The WEII Plus Coordinator has education, experience, and skills in the areas of hearing loss, speech/language development, auditory development, child development, sign language and literacy. The WEII Plus Coordinator and the WEII Plus Core Team have knowledge of state and local systems and resources for the family. These individuals collaborate with statewide agencies, child development centers, early intervention providers and other pertinent stakeholders to support the child to reach his/her full potential.

The professional in the position of the WEII Plus facilitator plays an integral role in the success of the WEII Plus Program. The professional preferred in the facilitator role has experience or is interested in working with infants and toddlers who are deaf/hard of hearing. The WEII Plus facilitator will be identified by the Child Development Center in collaboration with the WEII Plus Coordinator and made known to the Early Intervention and Education Program and the WEII Plus Program. At that time, training, mentoring and guidance will be implemented to ensure the delivery of highly qualified services to families with children birth through two years of age who are deaf or hard of hearing.

The WEII Plus Program allows for the opportunity to increase capacity and sustainability in building a state-wide early intervention service delivery model for infants and toddlers who are deaf/hard of hearing.

Successful Outcomes of the R.E.A.D. Plus Program

*"The *R.E.A.D. Plus Program has been a valuable and vital resource that has had a great impact on expanding our daughter's communication and exposing her to as much language as possible. This program is an inspiration and great learning tool for not only us, but our family, friends and service providers. This program has ultimately taught us that we don't have to be perfect parents when it comes to delivering sign language and speech to our child. What is most important is giving full access to all communication."*

David & Donella Holland – Wyoming Parents

*As of July 2022, the R.E.A.D. Plus Program is now known as the Wyoming Early Intervention Initiative Plus Program (WEII Plus)

Section 1

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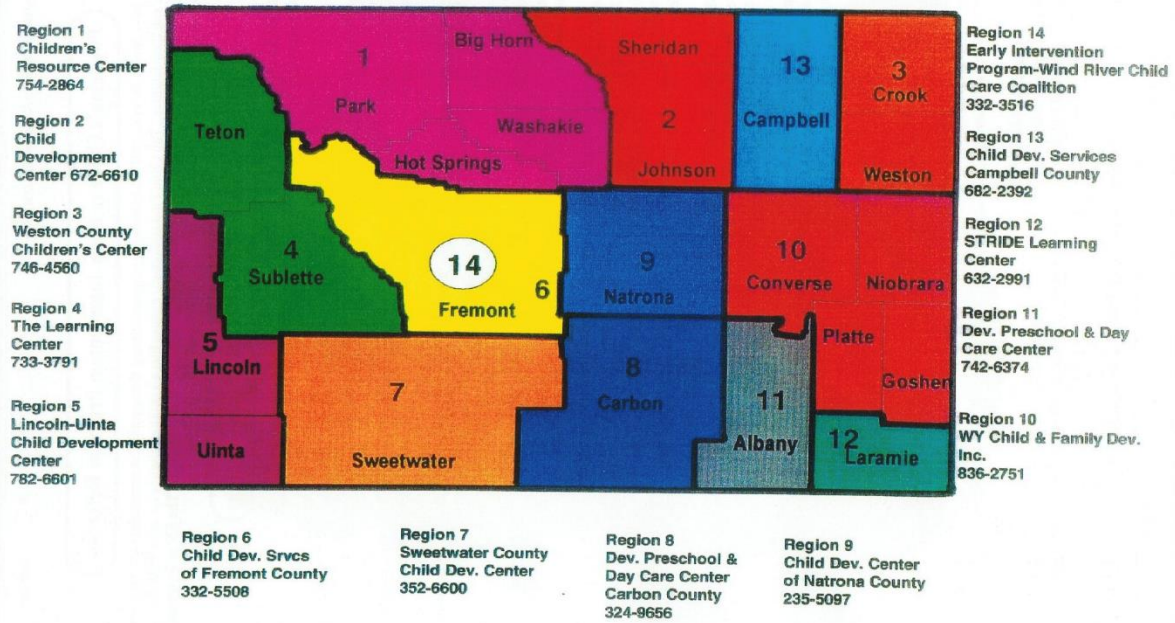
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WYOMING DEVELOPMENTAL PRESCHOOL REGIONS



Section 2

WEII Plus Coordinator Responsibilities and Facilitator Partnership

1. Essential to this program is the partnership that is encouraged between the WEII Plus Facilitator and the WEII Plus Coordinator to implement the WEII Plus Program with families who have infants/toddlers who are deaf/hard of hearing. This partnership between the Facilitator and Coordinator is central in developing an efficacious and state-wide program for infants and toddlers who are deaf/hard of hearing. This mentoring partnership will include but is not limited to:
 - a. The WEII Plus Coordinator will attend IFSP and transition meetings as a team member, along with the WEII Plus Facilitator, to support the team and family
 - b. The WEII Plus Coordinator will connect and support on-going communication between facilitators and the child's audiologists
 - c. The WEII Plus Coordinator will support facilitators in understanding and communicating with families regarding the child's audiology reports
 - d. The WEII Plus Coordinator will provide assistance and support to the WEII Plus Facilitator with reviewing and interpreting results for the Outcomes of Developmental Data Assistance Center for EHD Programs (ODDACE) assessment with the family
 - e. The WEII Plus Coordinator will support the WEII Plus Facilitator's use of the LENA project and interpretation of the report to the family
 - f. The WEII Plus Coordinator in partnership with the facilitator, will join home visits, based on the facilitator's and/or family's needs
 - g. The WEII Plus Coordinator will share community, state, national resources and training opportunities with facilitators
 - h. The WEII Plus Coordinator will share current research, including best practices with the WEII Plus Facilitator
 - i. The WEII Plus Coordinator will encourage and engage in conversations with WEII Plus Facilitators regarding specific family needs and goals
 - j. The WEII Plus Coordinator will connect WEII Plus Facilitators and families with other families or family support organizations including Hands and Voices
 - k. The WEII Plus Coordinator will be available to support individualized needs of WEII Plus Facilitators
 - l. The WEII Plus Coordinator will support WEII Plus Facilitators in honoring families' values and helping Facilitators recognize their own biases

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Section 3

WEII Plus Facilitator Program and Responsibilities

The responsibilities of the WEII Plus Facilitator in implementing the WEII Plus Program are provided to enhance the skills you (facilitator) already bring to your work with families who have infants and toddlers who are deaf/hard of hearing. The WEII Plus Program provides best-practice resources and supports that will supplement your intervention with families.

1. The facilitator will partner with individual families to support all areas of the child's development with specific focus on communication/language, social and pre-literacy skills.
2. The facilitator will document resources and supports provided to families through the WEII Scope and Sequence (foundational skills).
3. The facilitator will access resources through the WEII Plus Padlet
4. The Facilitator, with support from the WEII Plus Coordinator, will engage the family and guide them through the Wyoming Family Resource Manual during their time in early intervention.
5. The facilitator will provide coaching, education, resources and strategies to families to support them as they make informed decisions.
6. Facilitators will engage in self-assessment of their skills as it relates to coaching families whose child is deaf/hard of hearing. The self-assessment and the subsequent identified areas of need will be shared with the WEII Plus Coordinator to ensure direction and access to appropriate training and support.

The Supplement to the Joint Committee on Infant Hearing 2007 Position Statement

(https://www.cdc.gov/ncbddd/hearingloss/documents/jcih_2007.pdf) emphasizes in Goal 12 that families are to be ensured of fidelity in the implementation of the intervention they receive.

7. The facilitator will support the family in understanding the importance of early intervention and the potential impact of a hearing loss. (Section 4)
8. The facilitator will provide ongoing, unbiased information to support families in making informed decisions regarding communication modality choices. The facilitator will guide the family as they move through this fluid process. The facilitator will understand his/her own biases. (Section 5)
9. When listening and spoken language has been chosen by a family, the facilitator will provide technical assistance as they guide a family's knowledge of auditory and speech skill development. Any potential impact of the hearing loss on development will be identified (Section 6)
10. The facilitator will support the family with understanding and implementation of best practices for communication and language development and the importance of routines (Section 7)
11. The facilitator will support the family's understanding of the importance of play skills, cognition and gesture development in infants and toddlers who are deaf/hard of hearing. (Section 8)
12. The facilitator will query each family member/caregiver to identify their preferred individual learning style. Materials and support will be reflective of this learning style. Family members will be encouraged to take this survey: <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>
13. The facilitator will support the family in providing a literature rich environment for their child, including the development of experience books using photos of the child during daily routines,

when appropriate. (Section 9). The components of the R.E.A.D. Plus Program will continue. These include

- Accessing books for the family through the Wyoming Deaf Library: <https://library.wyo.gov/services/special-programs/deaf-library/> Please contact Brenda Ariosto at brenda.ariosto@wyo.gov for books.
- Implementing a variety of early literacy strategies and resource as found on the WEII Plus Padlet <https://padlet.com/alandes7758/xwlz2qbkue2sw5gw>

14. Providing literacy support during early intervention sessions
15. When the family has chosen sign language as a communication component, the facilitator will support the family's use of signing during functional daily routines. (Section 10)
16. The facilitator will develop and strengthen the family's ability to support and guide their child's development of self-worth and self-advocacy skills. (Section 11)
17. The facilitator will provide information to the family to guide them as they navigate the potential emotional aspects of their journey following their child's diagnosis of hearing loss. (Section 12)
18. The facilitator will support families with children who have unilateral hearing loss (Section 14)
19. The facilitator will engage the family in their child's progress monitoring through completion of ODDACE – Outcomes of Developmental Data Assistance Center for ELDI Programs (Section 15)
20. The facilitator will engage the child, parents and caregivers in the use of LENA – Language Environmental Analysis technology (Section 16)
21. The facilitator will collaborate with other professionals working with the family to include the primary medical care provider, audiologist, auditory verbal therapist, additional early intervention providers and others as needs are identified.
22. The facilitator will connect the family with appropriate Wyoming resources (Section 13) beyond the WEII Plus Program
23. The facilitator will support the transition from Part C services to Part B services (Section 17).
Additionally, the following information may be provided as needed:
 - The child's hearing loss (type and degree)
 - The Familiar Sounds Audiogram, plotting the individual child's results
 - The potential impact of the child's hearing loss on access to classroom curriculum and social opportunities
 - A review the child's hearing device(s)
 - A review the importance of daily hearing device checks
 - Demonstration of a device check, if needed
 - The communication needs of the child
 - A review of classroom strategies
 - A review of the importance of progress monitoring
 - Connect staff with WY resources

24. The facilitator will become a member of the Wyoming WEII Plus Facilitator Team and participate in on-going trainings with WEII Chat opportunities. WEII Chat will provide consistent and on-going venues to allow for state-wide connections, sharing of successes and ideas, and continued professional development. Professional self-assessment may be an integral component of WEII Chats and supported by training from the developers of the L2L Coaching Model. The WEII Plus Core Team members will be responsible for managing these sessions.
25. Over the course of the calendar year, the Facilitator will participate in a variety of on-line training opportunities to include (contact hours will be provided):
- a. Initial WEII Plus Facilitator training to include the Scope and Sequence and Padlet: 2 hours
 - b. Initial ODDACE training: 3 hours
 - c. Training on how to create appropriate outcomes and strategies based on ODDACE: 2 hours
 - d. Early Literacy Development Training
 - e. Yearly refresher ODDACE training: 1 hour
 - f. Twice a year half-day trainings to include but not limited to:
 - new research in the fields of audiology, early intervention, listening and spoken language, visual language
 - best practices: listening and spoken language, literacy, communication and language development
 - advances in technology
 - understanding deaf+ (to include combined vision/hearing loss; autism)
 - coaching model and how to join families
 - understanding bias and communication choice
 - g. LENA training: 2 hours
 - h. Other trainings throughout the year as schedules permit:
 - “Monthly Listen and Learn” training sessions presented by Nanette Thompson (contact hours provided)
 - Western Regional Early Intervention Conference (WREIC): every 2 years; WREIC webinars throughout the year

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Section 4

Importance of Early Intervention

According to the Supplement of the Joint Committee on Infant Hearing (JCIH) 2007 Position Statement, early intervention services represent the purpose and goal of the entire EHDI process. In order for an infant/toddler who is deaf/hard of hearing to reach his/her potential, there must be a carefully designed individualized intervention that is implemented by service providers with optimal knowledge and skill levels for providing services based on research, best practices and proven models. The early intervention provider carries the responsibility of supporting a family's understanding of the importance of early intervention.

1. For families to understand the importance of early intervention and their role as their child's first facilitator of language development, the following resources are available:
 - 8 Reasons to Say Yes to Early Intervention: <https://padlet-uploads.storage.googleapis.com/1489942467/90a5553c8d6b184b23fb7ac8e5da629e/SayYestoEI.pdf>
 - The Importance of Early Intervention: <https://padlet-uploads.storage.googleapis.com/1489942467/d4f8b5eb31e615c67f3c5fad3b3d5601/TheImportanceofEarlyIntervention.pdf>
 - IFSP Tips: https://padlet-uploads.storage.googleapis.com/1489942467/a5b6000a8e6d90af2f2ac304e2401564/IFSP_TIPS_Brochure_6_1.pdf
 - Overview of Early Intervention: <https://www.parentcenterhub.org/ei-overview/>

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Section 5 Communication Options and Family Support

As a provider, informing and educating parents about communication options is critical. Providing ongoing and unbiased information will help families to make informed decisions to support their child's development. Understanding that this is a fluid process based on each child's unique needs will allow the family to follow their child's lead, change course as needed and be confident in making communication decisions.

1. Bill of Rights:
 - <https://www.nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/>
2. Communication Options:
 - https://padlet-uploads.storage.googleapis.com/1489942467/7f337e08e84cdeda8b5c7d04df9702ef/Ski_Hi_Page_48_Communication_Options.pdf
3. Hands and Voices Communication Considerations A-Z
 - <https://handsandvoices.org/comcon/index.html>
4. Communication Options:
 - https://padlet-uploads.storage.googleapis.com/1489942467/8215c14b9bd4dc38a360ed170e07aa69/Ski_Hi_Page_14_Communication_Options.pdf
5. Supporting families without bias:
 - <https://co-hv.org/?s=biases>

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Section 6

Auditory Resources, Strategies, Amplification Support and Impact of Hearing Loss

For families who have chosen a listening and spoken language approach (LSL), the following resources and strategies are recommended. The provider is encouraged to use not only these resources and strategies but include additional supports that may be helpful for the family. As you partner with parents, these resources will help infants and toddlers access the sounds they need to build connections in their brains. The proper fit of hearing devices, (hearing aids, bone conduction hearing aids or cochlear implants) is essential when engaged in activities to support listening. The connections being formed will help to build understanding, vocabulary, literacy, problem solving, social skills, and more. According to the Supplement to the JCIH 2007 Position Statement, Goal 3B emphasizes the need that families have complete and accurate information about listening and spoken language development.

1. Technical Support
 - A. Picture of the Ear
 - https://padlet-uploads.storage.googleapis.com/1489942467/97506e5c9a3d764e29ba7e79bb40306b/Picture_of_the_ear.pdf
 - B. We Hear With Our Brain
 - <https://www.hearingfirst.org/m/resources/7290>
 - C. Type and degree of hearing loss
 - Familiar Sounds Audiogram: <https://cid.edu/wp-content/uploads/2016/05/CID-AUDIOGRAM-ENGLISH.pdf>
 - Starkey Hearing Loss Simulation: <https://www.starkey.com/hearing-loss-simulator>
 - D. Reading an audiogram/audiology report/mapping report
 - How to Read an Audiogram: https://padlet-uploads.storage.googleapis.com/1489942467/e07bc493af24c415336687d652db9fb2/How_to_read_an_audiology_report_ski_hi_pg_23_24.pdf
 - E. Potential impact of hearing loss on all areas of development, specifically speech/language development and auditory skill development
 - Relationship of Hearing Loss to Listening: <https://www.wyomingehdi.org/wp-content/uploads/2012/04/Relationship-of-Hearing-Loss-to-Listening-and-Learning-Needs.pdf>
 - Infants 0-12 months: https://padlet-uploads.storage.googleapis.com/1489942467/d8ea2f54ca0c32675dddbd5e60b316111/Ski_Hi_Activity_Sheets_Vol_1_Infants_0_12_MOnts_pages_8_11_16_17.pdf
2. Use of Hearing Technology Support
 - A. Assist families in securing funding for hearing technology/amplification
 - <https://wyominginstructionalnetwork.com/wychap-wyoming-childrens-hearing-aid-program/>

- B. Amplification Considerations and Expectations
- What Should I Expect: https://padlet-uploads.storage.googleapis.com/1489942467/4e13f76fc297b0d4f7261e98f01a5df5/WHAT_SHOULD_I_EXPECT.pdf
 - Full Time vs Part Time Amplification Use: https://padlet-uploads.storage.googleapis.com/1489942467/028abf97a9fee088aef95d4f290f37df/Full_vs_Parttime_Hearing_Sound_Advice_House_Ear_Clinic.pdf
 - Unique Amplification Issues 0-12 months: https://padlet-uploads.storage.googleapis.com/1489942467/2526c28546c046a9573a46b49314c8bb/SKI_HI_Activity_Sheet_Unique_Amplification_Issues_Infants_0_12_Months_page_13.pdf
- C. Hearing Aid Listening Check and Daily Log:
- Listening Check: <https://www.infanthearing.org/videos/featured/docs/Hearing%20Aid%20Listening%20Check.pdf>
 - Daily Device Check: https://padlet-uploads.storage.googleapis.com/1489942467/ff599260c513c495b79bc36976116082/DailyDeviceCheck_5F00_HF.pdf
 - Record of Hearing Aid Worn: https://padlet-uploads.storage.googleapis.com/1489942467/56ebca41e52750b733cbc0e60f767c1a/SKI_HI_Manual_Volume_1_Record_Hearing_Aid_Worn_484.pdf
- D. Use of Remote Mics
- Quick Start Guide Remote Microphones: https://padlet-uploads.storage.googleapis.com/1489942467/3329cec40be8cc9fd926e96dbfc21237/Quick_Guide_Guide_Remote_Microphones_1_.pdf
 - Use of Remote Mics at Home: <https://hearinghealthmatters.org/hearingandkids/2020/use-of-remote-microphones-at-home/>
3. Strategies to build Listening and Spoken Language Skills:
- A. Auditory Skill Strategies
- Hierarchy of Early Auditory Responses: https://padlet-uploads.storage.googleapis.com/1489942467/743cb9a649b3564a14520fa84850617a/H_E_A_R_Hierarchy_of_Early_Auditory_Responses.pdf
 - AV Strategies: https://padlet-uploads.storage.googleapis.com/1489942467/81f8b691044f6d5cae04b99247a72cb4/av_strategies_to_build_listening_and_spoken_language_skills_1_.pdf
 - Little Ears Diary: https://padlet-uploads.storage.googleapis.com/1489942467/b78771d6d89428a9d15d8984fc14649a/Little_Ears_Diary.pdf
 - MED-EL Rehab Downloads: <https://www.medel.com/support/rehab/rehabilitation-downloads>
 - Cochlear's The Listening Room: <https://thelisteningroom.com/>
 - AB Resources: Baby Beats https://www.advancedbionics.com/us/en/home/contact-us/ab-apps.html#main-content_band_18f1

- Sound Foundation Babies: <https://www.cochlear.com/us/communication-corner/program/infants-sound-foundation-babies.htm>
- Tracking a Listening Child: https://padlet-uploads.storage.googleapis.com/1489942467/56dafb85a5b0b9ae9fbc1e2ad5c6854d/general_rehabilitationresources_earlyintervention_trackalistingchild_tlc_en_3_31mb.pdf
- MED-EL Listening Development <https://blog.medel.com/listening-development-guide-children/>
- My Cochlear Journey: milestones <https://mss-p-007-delivery.sitecorecontenthub.cloud/api/public/content/670ac354b23f4e2992d83c94cc416066?v=69532341>
- Listen Around the Clock Levels A-G
 - https://padlet-uploads.storage.googleapis.com/1489942467/7b86ebfe07760e7785d2daf8bf9cc8a4/Listen_Around_the_Clock_Level_A.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/9bd15fd6fbb898f0b0e78e4ba3f5e351/Listen_Around_the_Clock_Level_B.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/a049d6d76012ce2ebd50dfa3008733cb/Listen_Around_the_Clock_Level_C.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/702fea4ff26b9ee802935b1eda85e266/Listen_Around_the_Clock_Level_D.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/121ceeea48afa30396609b6cf1aa9e83/Listen_Around_the_Clock_Level_E.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/cfdf8700a30ad523a83a3048dd44a5cd/Listen_Around_the_Clock_Level_F.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/0201d8ca6720251f2ec0ff40c710a76f/Listen_Around_the_Clock_Level_G.pdf
 - https://padlet-uploads.storage.googleapis.com/1489942467/4b7b8512bcc6ce63b69f3fcc303eaad7/Listen_Around_the_Clock_Level_H.pdf

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Section 7 Communication and Language Development, Resources and Strategies and the Importance of Routines

Learning to communicate is the primary goal for each family with an infant/toddler who is deaf/hard of hearing. As the WEII Plus Facilitator, your role will be to support each family's understanding of language development, the critical ability to recognize early communication attempts, to teach strategies that build language and to coach parents to implement best practices in their daily routines. The Supplement to the JCIH 2007 Position Statement reflects this priority in goal 3: All children who are D/HH from birth to 3 Years of age and their families will have EI providers who have the professional qualifications and core knowledge and skills to optimize the child's development and child/family well-being

1. Earliest Interactions:

- Ski Hi Activity Sheets Infants 0-12 Months: https://padlet-uploads.storage.googleapis.com/1489942467/359cc1e4844d592b6d352871938166b0/Ski_Hi_Activity_Infants_0_12_Months.pdf
 - Topic 2 Importance of Early Communication
 - Topic 3 Parent-Child Bonding
 - Topic 4 Infant Development Milestones
- Ski Hi Activity Sheets Earliest Interactions: https://padlet-uploads.storage.googleapis.com/1489942467/29c83dc36791564c081aafd08d83f76f/Ski_hi_Earliest_Interactions.pdf
 - Topic 1 Earliest Socialization and Communication
 - Topic 2 Responding to Child's Communication Attempts
 - Topic 3 Interactive Turn Taking
 - Topic 4 Using Daily Routines
 - Topic 5 Optimizing the Communication Environment
 - Topic 6 Importance of Eye Contact
 - Topic 7 Using Expressive Infant-Directed Early Communication

2. The Importance of Routines

- Ski Hi Manual - Routines
https://padlet-uploads.storage.googleapis.com/1489942467/91f3e448bd0eb41b28d6d3c08b6c187f/Routines_Ski_Hi_manual_pgs_346_352.pdf
- JTC Making Routines Remarkable: https://padlet-uploads.storage.googleapis.com/1489942467/841ff090fab2af0b6c7e79e6b053b33/JTC_Making_Routines_Remarkable_2019.pdf
- Daily Routines to Explore With Families:
https://padlet-uploads.storage.googleapis.com/1489942467/ab1104b8a401f8d91e1dd16f2a1ccedf/Daily_Routines_To_Explore_With_Families.pdf
- Taking Turns During Routines:

https://padlet-uploads.storage.googleapis.com/1489942467/9e6ff1b17d8be29b82a044b8256f534c/Take_Turns.pdf

- Talk More During Routines: https://padlet-uploads.storage.googleapis.com/1489942467/39ca63070939a206d62c075c46810cc6/Talk_More.pdf

3. Language Development Strategies

- JTC Constant Conversation: https://padlet-uploads.storage.googleapis.com/1489942467/bafbdabc00baf894455776eddf5ef402/JTC_Constant_Conversation_English_2019.pdf
- JTC Follow Their Lead: https://padlet-uploads.storage.googleapis.com/1489942467/87c266a9d7855f35192fe4a9812eafb2/JTC_Follow_Their_Lead_English_2019.pdf
- JTC Keep on Talking (after implant activation or fitting of hearing aids): https://padlet-uploads.storage.googleapis.com/1489942467/95c5d8bc7b5e4f2c533bb34c8a7df4ee/JTC_KeepOnTalkingPrePostImplant_2019.pdf
- JTC Purposeful Pausing: https://padlet-uploads.storage.googleapis.com/1489942467/2a2f86be09f0f6195200df5ad023d34b/JTC_Purposeful_Pausing_2019.pdf
- JTC Communicating Clearly: https://padlet-uploads.storage.googleapis.com/1489942467/0d73934c4ec0ddf8ec4460b8a6384046/JTC_Communicating_Clearly_2019.pdf

4. Talk Around The Clock - Mealtime Levels 1- 8

- https://padlet-uploads.storage.googleapis.com/1489942467/de2edf6141aaf1c040944b9be8cd06a1/Mealtime_Level_1.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/9b9b96369e39a8948e4d02b4796ea8e5/Mealtime_Level_2.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/2097900427c192923a1c9ec4ba311f00/Mealtime_Level_3.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/1fd26ec5cff23121dfe8b0a7e550de70/Mealtime_Level_4.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/00cb5801d767a0f30d6f98136e00ea21/Mealtime_Level_5.pdf

- https://padlet-uploads.storage.googleapis.com/1489942467/7c67cfce153c7bbe517ff3207c6c23b0/Mealtime_Level_6.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/f519df87afc109b68869cdd11944ccb3/Mealtime_Level_7.pdf
- https://padlet-uploads.storage.googleapis.com/1489942467/95dbaab6134b9007a94d856a8eed1161/Mealtime_Level_8.pdf

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Section 8 Play and Gesture Development

Play is a child's work. All of our strategies and activities with infants and toddlers who are deaf/hard of hearing are most effective when engaged through play. Play can be considered the "inner language" of a child. It is critical that we monitor play development with our children who are deaf/hard of hearing. In addition, gesture development is a fundamental building block for language growth. Use of gestures is a child's first attempt at communicating in a more formal manner and can be predictive of future development.

1. Toy Time For Tots - a play curriculum:
 - <https://www.wyomingehdi.org/toy-time-for-tots/>

2. Ski Hi Manual - Meaningful Play for Infants:
 - [https://padlet-uploads.storage.googleapis.com/1489942467/251201b6d1e733252985391d730fd7e5/Meaningful Play for Infants Ski Hi Manual Pgs 357 366.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/251201b6d1e733252985391d730fd7e5/Meaningful%20Play%20for%20Infants%20Ski%20Hi%20Manual%20Pgs%20357%20366.pdf)

3. Ski Hi Manual - Using Signs and Gestures From the Very Beginning
 - [https://padlet-uploads.storage.googleapis.com/1489942467/00831b4ce9dbe2f468ce5ca3a4730b09/Ski Hi USING SIGNS AND GESTURES FROM THE VERY BEGINNING 001.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/00831b4ce9dbe2f468ce5ca3a4730b09/Ski%20Hi%20USING%20SIGNS%20AND%20GESTURES%20FROM%20THE%20VERY%20BEGINNING%20001.pdf)

4. Ski Hi Activity Sheets: Play and Concept Development
 - [https://padlet-uploads.storage.googleapis.com/1489942467/d70289aa21bdbd652c40927be531f176/SKI HI Activity Sheet Vol 1 Play and Concept Development pages 72.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/d70289aa21bdbd652c40927be531f176/SKI%20HI%20Activity%20Sheet%20Vol%201%20Play%20and%20Concept%20Development%20pages%2072.pdf)
 - Topic 1 Importance of Play
 - Topic 2 Symbolic Play and Thinking
 - Topic 3 Play and Language/Communication
 - Topic 4 Encouraging Exploratory, Constructive and Symbolic Play
 - Topic 5 Building Relationships Through Play
 - [https://padlet-uploads.storage.googleapis.com/1489942467/826ec18569dbf04cd07361659ef59dac/SKI HI Activity Sheet Vol 1 Play and Concept Development pages 77.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/826ec18569dbf04cd07361659ef59dac/SKI%20HI%20Activity%20Sheet%20Vol%201%20Play%20and%20Concept%20Development%20pages%2077.pdf)
 - Topic 6 Quality Interactions and Play
 - Topic 7 Literacy and Play
 - Topic 8 Play at Preschool and Childcare

5. Actions and Gestures by 16 months

- 16 Actions by 16 Months: [https://padlet-uploads.storage.googleapis.com/1489942467/2c477172703d3457813e381806d8a4cc/16 Actions with Objects by 16 Months document.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/2c477172703d3457813e381806d8a4cc/16%20Actions%20with%20Objects%20by%2016%20Months%20document.pdf)
- 16 Gestures by 16 Months: [https://padlet-uploads.storage.googleapis.com/1489942467/f118d00df252fcb59306d9f44d48db8e/16x16 Gestures Complete.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/f118d00df252fcb59306d9f44d48db8e/16x16%20Gestures%20Complete.pdf)

6. Fun and Games

- Cochlear Fun and Games: <https://mss-p-007-delivery.sitecorecontenthub.cloud/api/public/content/dd1a13367f8c4e19938d854d5e7d8744?v=3479e8bb>

7. Nanette's Summer Fun 2022:

- <https://padlet.com/nanettejo/summerfun2022>

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Section 9 Early Literacy Development, Resource and Strategies

Early literacy development is critical for our infants and toddlers who are deaf/hard of hearing. Literacy is necessary for children to function and succeed in school and when communicating with family and friends. It is never too early to begin supporting literacy development!

1. Principles and Activities to Support Literacy

- 15 Principles for Reading to your Deaf Child: <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/online-learning/fifteen-principles-for-reading-to-deaf-children.html>
- Increasing Literacy Skills in your Deaf Infant: <https://deafchildren.org/2014/04/increasing-literacy-skills-with-your-deaf-infant>
- Reading at Birth: <https://www.zerotothree.org/resources/157-literacy-skills-the-roots-of-reading-start-at-birth>
- SKI HI Infants 0-12 Months It's Never too Early to Read Activity Sheet (page 18) https://padlet-uploads.storage.googleapis.com/1489942467/4031d604c2c84357553d99d1e8a57b56/Infants_0_12_Months_Infants_0_12_months_Literacy_Activity_Sheet_Page_18.pdf
- SKI HI What is Literacy and Why Is It So Important Activity Sheet (pages 198-200) https://padlet-uploads.storage.googleapis.com/1489942467/b45b32fdf0b72d6aef063510eaac63e1/SKI_Hi_What_is_Literacy_and_Why_is_it_so_Important_Activity_Sheet_Topic_1.pdf
- Hands and Voices Early Literacy Tips: https://padlet-uploads.storage.googleapis.com/1489942467/84adde0b9c1fbeat40e442cc8cc4cd8f/Hands_and_Voices_parenttake_aways_02_early_literacy.pdf
- ASHA and Read Aloud 15 Minutes: <https://www.multivu.com/players/English/7921052-asha-read-aloud-15-minutes-communicating-with-baby/>
- Supporting Language and Literacy Skills from 0-12 Months: <https://www.zerotothree.org/resources/1281-supporting-language-and-literacy-skills-from-0-12-months>
- Reading with your Baby 0-36 months: https://padlet-uploads.storage.googleapis.com/1489942467/24d46f27ba9f04d7c0f40fcefd4d4734/Reading_with_your_Baby_0_36_months.pdf
- 20 Shared Reading Tips to Share with Families: <https://blog.brookespublishing.com/16-shared-reading-tips-to-share-with-parents/>
- How to Introduce Books to Toddlers and Babies: <https://www.zerotothree.org/resources/304-how-to-introduce-toddlers-and-babies-to-books>
- Literacy Expansion Strategies: https://padlet-uploads.storage.googleapis.com/1489942467/1f3a01205d704617e52ea2513f617012/Literacy_Expansion.pdf

- Literacy Planning Diagram: https://padlet-uploads.storage.googleapis.com/1489942467/f90f7d368199585ce2b3d7057421fefc/Lit_eracy_planning_diagram.pdf
2. Milestones of Early Literacy Development
- https://www.gradelevelreadingsuncoast.net/wpcontent/uploads/RORmilestones_English.pdf
 - Read Aloud Strategies Birth to Three Stages: https://padlet-uploads.storage.googleapis.com/1489942467/575849b330eedcf67b5f0cf28e5f11bf/Read_aloud_strategies_birth_to_three.pdf
 - It's Never Too Early: https://padlet-uploads.storage.googleapis.com/1489942467/ed5197626ce8580971ad601e11cbbe0c/Its_never_too_early.pdf
3. Early Literacy and Language Development:
- What we Know About Early Literacy and Language Learning: https://padlet-uploads.storage.googleapis.com/1489942467/70936bc314a16ecba164831e58383292/What_We_Know_About_Early_Literacy_and_Language_Development.pdf
 - Experience Books as a Literacy Strategy:
 - MED EL What is an “Experience Book”? <https://blog.medel.com/rehab-at-home-what-is-an-experience-book/>
 - Cochlear: Experience Book <https://www.cochlear.com/us/en/professionals/resources-and-training/professional-education/school-resource-center/rehabilitation-resources/my-experience-book>
4. Additional Literacy Resources:
- Tips for Reading and Singing Every Day: https://padlet-uploads.storage.googleapis.com/1489942467/9d3bf8b1776fb37c41163752a459649c/Tips_for_reading_and_singing_every_day.pdf
 - ABCs of Early Literacy: https://padlet-uploads.storage.googleapis.com/1489942467/6beb710d4116da300867b56f26a078f0/ABCs_of_EI_Literacy2.pdf
 - Children’s Books for Syntax and Semantic Targets: https://padlet-uploads.storage.googleapis.com/1489942467/1a807e53ee92d0b8e9fd87c9345f7a25/Childrens_books_for_syntax_and_semantic_targets.pdf
 - Silly Directions When Reading: https://padlet-uploads.storage.googleapis.com/1489942467/422cd73b9ad9fb57ae5bc9cbc34e29bd/Silly_Directions_when_Reading.pdf
 - Read Together, Learn Together: https://padlet-uploads.storage.googleapis.com/1489942467/ca0e31684647499e1c7bf5a656e8847a/Read_together_learn_together.pdf

- Read Early and Often: https://padlet-uploads.storage.googleapis.com/1489942467/08180bf536302aae9f547f9a7c444329/Read_Early_and_Often_ZERO_TO_THREE.pdf
- Listening and Spoken Language by the Seasons: https://padlet-uploads.storage.googleapis.com/1489942467/879ef850d26eb7c00f19479943a98629/LS_L_By_the_Season_Combined_v3.pdf
- 40 Million Words: https://padlet-uploads.storage.googleapis.com/1489942467/fef512eef7fd99996a6733c32ebb5ec7/40_Million_Word_Handout_english.pdf

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Section 10

Visual Language Development

When a family has chosen to support their child's language development through the use of a visual language (CASE, ASL), the following resources can be beneficial. Families may choose a visual language as a support to spoken language development or as the main mode of communication. Through support from the early intervention provider, families can begin using sign language during important routines, when playing with their child and when reading books.

1. Understanding Visual Language and its Importance
 - Advantages of Early Visual Learning: https://padlet-uploads.storage.googleapis.com/1489942467/4045ca06942116e429fc81a45bdecde5/Advantages_of_Early_Visual_Language_Research_Brief_2_EarlyLanguage.pdf
 - Maximizing Your Child's Visual Access: https://padlet-uploads.storage.googleapis.com/1489942467/4a98a828480ee63976dadb8e5cf46b21/Hands_and_Voices_Maximize_Visual_Access_Tips.pdf
 - The Importance of Fingerspelling for Reading: https://padlet-uploads.storage.googleapis.com/1489942467/7eb36261e16de4fc3fbe4ef81709e857/The_Importance_of_Fingerspelling_for_Reading.pdf

2. On-line sign language resources/videos:
 - Maximizing Language Acquisition ASL and Spoken English: <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/maximizing-language-acquisition-webcast.html>
 - Rocky Mountain Deaf School ASL Videos: <https://rmds.jeffcopublicschools.org/cms/One.aspx?portalId=1820905&pageId=2431169>
 - Gallaudet ASL Connect: <https://www.gallaudet.edu/asl-connect>
 - Visual conversations with Deaf/Hard of Hearing Babies and Toddlers: https://padlet-uploads.storage.googleapis.com/1489942467/b68c26c47806d1c36be1506a80093179/Visual_conversations_Pat_Spencer_Gallaudet.pdf
 - 17 Free Sign Language Learning Resources: <https://www.lifewire.com/free-sign-language-classes-online-1357048>
 - ASL Nook: <https://aslnook.com/>
 - Introduction to Sign Language 400 Basic Signs: https://www.youtube.com/playlist?list=PLG_GWbyxXmdDtcAdCfiXYOAFrNCuecNUM
 - Sign It ASL: <https://www.signitasl.com/>
 - Various YouTube sign language videos

3. On-line Sign Language Dictionaries
 - Handspeak: <https://www.handspeak.com/word/>
 - Sign ASL: <https://www.signasl.org/>
 - Signing Savvy: <https://www.signingsavvy.com/>

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Section 11 Self-Advocacy Skills

Per Carol Flexor, "Self-advocacy literally means 'the action of representing oneself or one's views or interests.' Being able to perform tasks independently infuses a child with a sense of purpose and worthiness. Developing self-advocacy skills helps children gain awareness of their own personal preferences, strengths, interests, potential, and challenges. Self-advocacy enhances a child's executive functioning by teaching them the art of consideration of multiple options after calculating the consequences of their actions. Most important, social/emotional development derives from self-confidence and the ability to communicate feelings."

1. Carol Flexor Hear Me Speak: These training cards are excellent resource materials for developing self-advocacy skills in young children. Each card is self-explanatory and displays a specific objective and a specific goal. Teaching these skills will help a child confidently communicate and explain about: their hearing loss; care and maintenance of their hearing device; and their conversational needs in different environments. Self-advocacy skills can be introduced from the very beginning!
 - [https://padlet-uploads.storage.googleapis.com/1489942467/1290d22378ccaed4ab1c0837bf5a8632/Self Advocacy Cards Flexer and Nakra V2 .pdf](https://padlet-uploads.storage.googleapis.com/1489942467/1290d22378ccaed4ab1c0837bf5a8632/Self%20Advocacy%20Cards%20Flexer%20and%20Nakra%20V2.pdf)
2. Self-Advocacy Social Story: Creating a unique social story for each child will support the development of early self-advocacy skills. Please use this example story as a guide:
 - [https://padlet-uploads.storage.googleapis.com/1489942467/1213d7711754d6f476d928dc50f5510c/Child s CI Book.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/1213d7711754d6f476d928dc50f5510c/Child%20Book.pdf)

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Section 12 Social Emotional Development and Support

As a family receives confirmation of their infant's diagnosis, the importance of providing support not only for the parents but for the child as well, is paramount. We know that a child only does as well as his/her parents do with the diagnosis. Our early support of families can set the stage for a successful journey. The following resources and supports are available to families involved in early intervention.

1. Provide social/emotional support regarding the child's diagnosis to include connecting to another family or Wyoming Families for Hands and Voices Guide By Your Side
 - [\(https://www.wyhandsandvoices.org/\)](https://www.wyhandsandvoices.org/)
2. Hands and Voices Parent Tips Social Emotional Development:
 - https://padlet-uploads.storage.googleapis.com/1489942467/97cfba207273d8f645c7ac0c27605341/Hands_and_Voices_parenttake_aways_07_social_emotional.pdf
3. Fostering Healthy Social & Emotional Development for Providers:
 - https://padlet-uploads.storage.googleapis.com/1489942467/fb39eb6822606aa69a5b316458e3d842/Fostering_Healthy_Social_Emoional_DevelopmentTips_for_Infant_Toddler_Teachers_Providers.pdf
4. Fostering Healthy Social & Emotional Development for Families:
 - https://padlet-uploads.storage.googleapis.com/1489942467/d0aa1b8c2cb300ec9534bbe307d2a388/Fostering_Healthy_Social_Emoional_Tips_for_Infant_Toddler_for_Families.pdf
5. Social & Emotional Development birth to 5:
 - https://padlet-uploads.storage.googleapis.com/1489942467/f058eeb0f054712d5cd24361477b7a64/Social_Emoional_Development_birth_to_5.pdf
6. The Top 10 Ways to Raise a Psychologically Healthy Deaf Child:
 - <https://auditoryverbaltherapy.net/2008/12/21/the-top-10-ways-to-raise-a-psychologically-healthy-deaf-child/>
7. 66 Positive Things to Say to Your Child:
 - https://padlet-uploads.storage.googleapis.com/1489942467/f2e9d01c564c61d03968985eb48ca0a9/6_things_to_say_to_your_child.pdf
8. Praise:

- <https://padlet-uploads.storage.googleapis.com/1489942467/92f91e8a10518cd0802cca7e7e1280e8/Praise.pdf>

9. The Importance of Attachment:

- <https://padlet-uploads.storage.googleapis.com/1489942467/54a6f3e4c0b712f6310e53bd201a8e78/Attachments.pdf>

10. SKi Hi Early Communication and Bonding Topics 2, 3, 4, 7:

- https://padlet-uploads.storage.googleapis.com/1489942467/a6a66518c4dd7cd5bc95bfbe90bfc7fa/Ski_Hi_Activity_Infants_Importance_of_Communication_Activity_Sheet_Topic_2_0_12_Months.pdf

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Section 13
Additional Family Supports

Families can be connected with Wyoming resources beyond the WEII Plus Program. Please contact the WEII Plus Coordinator for information about the following programs and resources:

- a. Wyoming Department of Education Outreach Services for the Deaf/Hard of Hearing
- b. Wyoming Early Hearing, Detection and Intervention (EHDI) Program
- c. Wyoming Families for Hands and Voices to include Guide by Your Side and ASTRa (Advocacy, Support and Training) program
- d. Deaf Adult Role Models
- e. Family to family support

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Section 14

Unilateral Hearing Loss (UHL) Considerations

The potential impact of a unilateral hearing loss cannot be overstated. This diagnosis must be supported in regards to the unique effect it can have on overall development. Research continues to emphasize the need for early support in all areas of development to alleviate possible learning difficulties in school. Through the development of self-advocacy skills, consistent use of technology and implementation of best practices, the child with UHL can be a life-long successful learner.

1. Upon diagnosis of a unilateral hearing loss, the audiologist will provide the family the following resource from Karen Anderson:
 - <https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/The-Developing-Child-with-Unilateral-Hearing-Loss.pdf>
2. Additionally, the family will be provided the following resources through WEII Plus:
 - Hands and Voices Unilateral Hearing Loss tips: https://www.handsandvoices.org/articles/early_intervention/uni_loss_tips.html
 - JTC Unilateral Hearing Loss is Unique: https://padlet-uploads.storage.googleapis.com/1489942467/525f414d33e5f3b84afdaf59e098dbaf/John_Tracy_Unilateral_Hearing_Loss_is_Unique_2019.pdf
 - ASHA Unilateral Hearing Loss in Children: <https://www.asha.org/public/hearing/unilateral-hearing-loss-in-children/>
 - Karen Anderson Hearing Loss in One Ear <https://ohns.ucsf.edu/sites/ohns.ucsf.edu/files/Hearing-Loss-in-One-Ear-1.pdf>

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Section 15

Outcomes of Developmental Data Assistance Center for EHDI Programs (ODDACE) Guidelines

The Joint Committee on Infant Hearing (JCIH) in their Supplement to the JCIH 2007 Position Statements: Principles and Guidelines for Early Intervention after Confirmation that a Child is Deaf or Hard of Hearing; states in Goal 6: "All children who are D/HH should have their progress monitored every 6 months from birth to 36 months of age". This is to be accomplished through the completion of protocols that are standardized, norm referenced development evaluations in the areas of language (spoken and/or signed), the modality of communication (auditory, visual and/or argumentative), social-emotional, cognitive, and fine and gross motor skills. ODDACE achieves this goal and this assessment program will be offered to every family with a child who is deaf/hard of hearing.

1. ODDACE will be completed at 9, 15, 21, 27 and 33 months of age. The family's early intervention provided will facilitate completion of the protocols and submit the assessment to CU-Boulder. The timeline and recommended assessments can be found at:
 - [https://padlet-uploads.storage.googleapis.com/1489942467/da5abe12c4a12c17b4a7dc610a93268b/C hecklist_Forms_and_Assessments_by_Age_Level_Wyoming_1_.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/da5abe12c4a12c17b4a7dc610a93268b/Checklist_Forms_and_Assessments_by_Age_Level_Wyoming_1_.pdf)
2. Fillable and Printable Forms for ODDACE can be found on the Padlet:
 - <https://padlet.com/alandes7758/xwlz2qbkue2sw5gw>
3. The early intervention provider will review and interpret the ODDACE assessment results with the child's family. A copy of the ODDACE summary will be provided to the family.
4. The provider will track the child's development over time using the assessment tracking form under the ODDACE Printable Section in the Padlet:
 - <https://padlet.com/alandes7758/xwlz2qbkue2sw5gw>
5. A copy of the ODDACE summary will be entered into the EHDI IS database.
6. Results of the ODDACE will be used to drive IFSP outcomes and facilitate any needed adaptations to the child's plan and communication modality. The IFSP Outcome Template found on the Padlet can be used to guide the development of appropriate outcomes based on the ODDACE results:
 - https://padlet-uploads.storage.googleapis.com/1489942467/b6b05fc6ecbae2fc855145cf9ab15e31/IFSP_Outcome_Template.pdf

Additional Assessments

The Communication Matrix is a specialized assessment available to all appropriate families. The early intervention provider will be trained to administer the Communication Matrix and explain the results of the matrix to assist in developing appropriate outcomes.

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Section 16

Language Environmental Analysis (LENA) Guidelines

The use of LENA technology with children who are deaf/hard of hearing is an essential component of early intervention. This technology can support a family with best practices in regards to establishing an optimal listening environment, understanding the connection between the power of talk and language development and assessing early sound development. LENA is a tool available for every appropriate family with a child who is deaf/hard of hearing, enrolled in early intervention.

1. The benefits of completing LENA recordings will be discussed with each appropriate family and they will be encouraged to participate in LENA. Normative data is available from 2 months of age up to 48 months of age.
2. It is recommended that LENA recordings be completed at 12 months, 18 months and 30 months of age but can be completed more often if deemed appropriate by the early intervention provider or requested by the family. LENA recordings can be completed at home, at childcare sites and with other family members. The following procedures will be followed:
 - a. The WEII Plus Coordinator will support the use of LENA with each appropriate family and be responsible for mailing the LENA paperwork, a LENA vest or shirt, and a LENA DLP unit to the family. A self-addressed, stamped envelope for the family to return the unit and paperwork will be included.
 - b. A copy of the LENA report will be shared with the parents and the child's WEII PLUS Facilitator. The WEII Plus Coordinator will explain the results of the LENA with the family and provide follow-up strategies/support as needed. The following resources are available:
 - Eliminating the Talk Gap in Young Children: [https://padlet-uploads.storage.googleapis.com/1489942467/152b1c42cb00a732269bea891ba503f6/Right from Birth Eliminating the Talk Gap in Young Children.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/152b1c42cb00a732269bea891ba503f6/Right%20from%20Birth%20Eliminating%20the%20Talk%20Gap%20in%20Young%20Children.pdf)
 - Talking Tips Postcard: [https://padlet-uploads.storage.googleapis.com/1489942467/9885ef8e5ae1bd3744cbbf74ca6d7fde/Talking Tips postcard EN only.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/9885ef8e5ae1bd3744cbbf74ca6d7fde/Talking%20Tips%20postcard%20EN%20only.pdf)
 - 5 Steps for Brain Building Serve and Return: [https://padlet-uploads.storage.googleapis.com/1489942467/7566fae0897622188b30833afd00e290/5 Steps for Brain Building Serve and Return.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/7566fae0897622188b30833afd00e290/5%20Steps%20for%20Brain%20Building%20Serve%20and%20Return.pdf)
 - 14 Talking Tips: [https://padlet-uploads.storage.googleapis.com/1489942467/9885ef8e5ae1bd3744cbbf74ca6d7fde/Talking Tips postcard EN only.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/9885ef8e5ae1bd3744cbbf74ca6d7fde/Talking%20Tips%20postcard%20EN%20only.pdf)
 - LENA Proving the Power of Talk: [https://padlet-uploads.storage.googleapis.com/1489942467/ff5aa69ca67136f5970df1fcc059c12d/LENA Proving the Power of Talk.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/ff5aa69ca67136f5970df1fcc059c12d/LENA%20Proving%20the%20Power%20of%20Talk.pdf)
 - c. Recommend adaptations and revisions of IFSP services as appropriate
 - d. The WEII Plus Facilitator will receive training on how to administer the LENA and to explain the results. The responsibilities of completing LENAs will be transferred to the WEII Plus Facilitator upon completion of the training but will continued to be supported by the WEII Plus Coordinator.

Section 17 Transition

As a family is preparing to transition from Part C to Part B services, the early intervention provider can support this next phase through education, connection to other families and by providing resources. Through this support, families will be introduced to the transition process, become familiar with new terminology, and understand their new role as a member of the I.E.P. team and be confident in ensuring that their child's individual needs are being addressed.

1. The following resources are recommended for the provider as the transition process begins
 - Part C to Part B Flowchart: [https://padlet-uploads.storage.googleapis.com/1489942467/459f70c69d2ce3be5bb44b42c5c671ba/Part C to Part B Transition flowchart.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/459f70c69d2ce3be5bb44b42c5c671ba/Part%20C%20to%20Part%20B%20Transition%20flowchart.pdf)
 - Completion of a comprehensive evaluation referring to the assessment wheel: [https://padlet-uploads.storage.googleapis.com/1489942467/24d74cfa180d953c89f78204b1c6de39/EC Assessment Wheel with updates 5 4 21.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/24d74cfa180d953c89f78204b1c6de39/EC%20Assessment%20Wheel%20with%20updates%205%204%2021.pdf)
 - Quick Start Practical Strategies for Preschool Classroom Teachers [https://padlet-uploads.storage.googleapis.com/1489942467/2414ca9d9c2f8592f4f02946a57e5a49/ Quick Start Practical Strategies for Providers of Preschool Children with Hearing Loss 2 3 1 .pdf](https://padlet-uploads.storage.googleapis.com/1489942467/2414ca9d9c2f8592f4f02946a57e5a49/Quick%20Start%20Practical%20Strategies%20for%20Providers%20of%20Preschool%20Children%20with%20Hearing%20Loss%202%203%201.pdf)

2. Families can be supported during this transition process with the following resources:
 - Tempest's Experience Book: by creating a unique transition book for each child, the family can be prepared for the upcoming changes: [https://padlet-uploads.storage.googleapis.com/1489942467/57aa2eca65f20603aa06c8c26a560064/Tempest Experience Book Transitioning to Kindergarten.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/57aa2eca65f20603aa06c8c26a560064/Tempest%20Experience%20Book%20Transitioning%20to%20Kindergarten.pdf)
 - JTC Preparing for Preschool: Ideas and Advice for Parents of Children with Hearing Loss: [https://padlet-uploads.storage.googleapis.com/1489942467/9d9b096203c93d8bf7167a968b1f17cc/JTC Preparing for Preschool Ideas Advice for Parents of Children with Hearing Loss.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/9d9b096203c93d8bf7167a968b1f17cc/JTC%20Preparing%20for%20Preschool%20Ideas%20Advice%20for%20Parents%20of%20Children%20with%20Hearing%20Loss.pdf)
 - JTC School Ideas: Ideas and Advice for Parents of Children with Hearing Loss: [https://padlet-uploads.storage.googleapis.com/1489942467/5a59865426c6e3f86a986bb1005b1b3a/JTC School Ideas and Advice for Parents of Children with Hearing Loss.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/5a59865426c6e3f86a986bb1005b1b3a/JTC%20School%20Ideas%20and%20Advice%20for%20Parents%20of%20Children%20with%20Hearing%20Loss.pdf)
 - JTC Successful Strategies for Starting School: Ideas and Advice for Parents of Children with Hearing Loss: [https://padlet-uploads.storage.googleapis.com/1489942467/b20dc107f0f9c184a1d0d4341e89349c/JTC Successful Strategies for Starting School Services ENGLISH 2019.pdf](https://padlet-uploads.storage.googleapis.com/1489942467/b20dc107f0f9c184a1d0d4341e89349c/JTC%20Successful%20Strategies%20for%20Starting%20School%20Services%20ENGLISH%202019.pdf)

- JTC Leader of your Educational Team: YOU: https://padlet-uploads.storage.googleapis.com/1489942467/0e473138765b6d1f80b7e9cbf6677c54/JTC_Leader_of_your_team_2019.pdf

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