

**Colorado EHDI  
Early Intervention Task Force**

**Meeting Notes**  
September 21, 2021

<b>Attendees</b>	
<b>Name</b>	<b>Role/Agency</b>
Heather Abraham	Facilitator/Notetaker
Arlene Stredler Brown	Facilitator/Notetaker
Kelly Doolittle	CO-Hear Coordinator (Boulder, Broomfield)
Kelly Fernandez-Kroyer	Data Outreach Coordinator and Parent Guide, CO Hands & Voices; Parent of a child with UHL
Kristin Gardzelewski	CO-Hear Coordinator (Jefferson County and I-70 Coordinator)
Brittany Goodside	Early Intervention Program Manager; Imagine! CCB (Boulder & Broomfield Counties); Parent
Sarah Honigfeld	Bilingual/ASL/Early Intervention Consultant
Kelly Fernandez-Kroyer	Hands & Voices: Coordinator of the Guide Program and Families of Children with UHL; parent
Laura Merrill	Part C: Evaluation Coordinator
Shauna Moden	CO Dept. of Education: DHH Consultant
Missy Oller	Adams County CCB: Early Intervention NICU Service Coordinator
Ashley Renslow	CSDB; Early Education Consultant
Allison Sedey	CU-Boulder; Director of ODDACE Project and CSDB; Accountability Coordinator for B-3
Tiffany Sharpe	Physical Therapist at DDRC

Lynn Wismann	CO-Hear Coordinator (Arapahoe & Douglas Cty - not Aurora)
Jennifer Schryer	Educational Audiologist, Colorado River BOCES

### Agenda Overview

#### Outcomes

- Identification of system recommendations for transition from Part C to Part B
- Analysis of Hands & Voices Transition Document to Support System Recommendations

#### Agenda

- *Updates/Announcements (5 Minutes)*
- Analysis of Hands & Voices Transition Document: [\*Bridge to Preschool: Navigating a Successful Transition\*](#)

### Agenda/Actions/Decisions

Agenda Items	Discussion	Action/Decision
Announcement: New Subcommittee	EHDI created a subcommittee for action steps and recommendations about transition. They will meet on 9/22/21.	
Hands & Voices Transition Document	<p>Hands &amp; Voices Transition document: This is a long document, so the task force members were divided into groups and reviewed sections of the document. Debrief of the small groups garnered these comments: <a href="#"><u>Notes from Group Discussion</u></a>.</p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>• The intent of the document is good; it needs updating. Is H&amp;V in the process of updating the document? This would be a good collaborative project for several agencies/programs (EI Colorado and H&amp;V) to work on to update it? <i>Note: one member indicated that the document was updated in 2018.</i></li> <li>• Included clarifying language.</li> <li>• Would like more discussion about the Deaf Child Bill of Rights.</li> <li>• Appreciated the definition of least restrictive environment.</li> </ul>	

- Gives the impression that all children who are DHH would be eligible for an IEP; may want more information about a child who may not be eligible.
- Are 504 Plans an option for preschoolers?
- Massachusetts has a document for providers that identifies the steps that support families during transition. Sarah Honigfeld shared this document which the group liked.

Group 2:

- Included an overview of how to encourage parents to advocate for their child and to know their rights.
- Includes checklists for preschool observations. The process is overwhelming so checklists are helpful.
- Supports discussion of more than one preschool placement.
- Appreciated the guidelines for parents to know what to consider.
- Suggested there is another transition from preschool to kindergarten.
- Liked the questions provided to help parents learn about the “best placement”.
- When does the discussion occur about specific programs?
- The document emphasizes that parents are a part of the team and they do have a voice.
- Who is working with the parents during a tour of a preschool?
- Does the decision checklist fall on the family? Who can assist in helping the family to collect answers to their questions?
- There is not a lot of outside support during transition; this checklist helps to take the responsibility off of the family to know what to ask.
- The information about who is in the classroom was also helpful.

Group 3:

- Liked the identification of places to secure support: other parents, for example.
- Template for a portfolio about your child: The intent is for the parent to make this portfolio and share it with the school.
- Suggested some updates (e.g., IRP, SLP, HCP, etc)
- Suggested verifying the weblinks.
- Regarding the portfolio, some in the group have experience with it and others do not. Liked that this is a way to demonstrate the strengths of the portfolio. It seems it's a lot of work to do the whole portfolio. Can parents be encouraged to select portions of it?
- About preschool observations: The checklist suggests parents can see many preschools, but, in actuality, a lot of preschools do not let parents observe. And, there are places where there are no options about programs. Is the checklist misleading? Suggest adding caveats to it; there may be other ways to obtain information without direct observation.
- If the document is updated, can there be a training with facilitators so they know this exists and gain familiarity with how to use it?

	<ul style="list-style-type: none"> <li>● Next steps: <ul style="list-style-type: none"> <li>○ Contact H&amp;V about any plans for future updates. If no plans are in place, can it be done through a collaborative effort.</li> <li>○ Send an email to facilitators to inform them about this document.</li> <li>○ Provide training to facilitators</li> </ul> </li> </ul> <p>Group 4:</p> <ul style="list-style-type: none"> <li>● Reviewed Deaf Child Bill of Rights: Revised in 1995 specific to “communication”. The last statement talks about school districts hiring additional personnel. Many times school districts do not hire additional personnel if the need is not in the IEP. Some parts of the Bill contradict LRE.</li> <li>● Communication Plan: Parents need to know there is a law supporting this.</li> <li>● Health Care Program (HCP): Would like to know more about this program. People in this group were not familiar with it.</li> <li>● Seems to indicate that all children are eligible for Part B services which is misleading.</li> <li>● Transition Checklist for Professionals: See notes from above.</li> </ul>	
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<b>Next Meetings</b>		
<b>Meetings of the Intervention Task Force are on the 3rd Tuesday of each month from 2:00-3:00.</b>		
DATE	TIME	AGENDA ITEMS
October 19, 2021	2:00 - 3:00	<ul style="list-style-type: none"> <li>● Report from the new COEHDI subcommittee that is exploring the eight themes during the transition process</li> </ul>
November 16, 2021	2:00 - 3:00	TBD

*A note about accommodations: Beginning February 1, 2021, all Alliance meeting and task force meeting accommodations (e.g., American Sign Language interpreters, Cued Language Transliterators, and/or Spanish translators) must be requested at least 72 business hours or 3 business days in advance. **Requests may be made by contacting your task force facilitator.** We will also enable Zoom's Live Transcription feature for all meetings.*