**Colorado EHDI**

**Early Intervention Task Force**

**Meeting Notes**

April 19, 2022

| **Attendees** | |
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| **Name** | **Role/Agency** |
| Heather Abraham | Facilitator & Notetaker |
| Arlene Stredler Brown | Facilitator & Notetaker |
| Marti Bleidt | CO AG Bell; Parent |
| Kelly Fernandez-Kroyer | Data Outreach Coordinator and Parent Guide, CO Hands & Voices; & Parent of a child with UHL |
| Kirsten Gardzelewski | CO-Hear Coordinator |
| Brittany Goodside | Program Manager, Imagine! CCB; Parent of child who is deaf |
| Katie Jennings | LSLS Cert-AVT |
| Moniqua Johl | Part C Manager; Early Intervention Colorado (State Part C) |
| Elaine McCarty | Educational Audiologist; St. Vrain Valley Schools; Early Interventionist |
| Shauna Moden | CO Dept. of Education, DHH Consultant |
| Wayla Murrow | Training and Technical Assistance Manager; EI Colorado |
| Jessica Peterson | Educational Audiologist, Adams 12 |
| Ashley Renslow | CSDB; Early Education Coordinator |
| Jennifer Schryer | Educational Audiologist, Colorado River BOCES |
| Allison Sedey | CU-Boulder; Director of ODDACE Project; & CSDB; Assessment and Accountability Coordinator for B-3 |
| Tiffany Sharpe | Developmental Disabilities Resource Center (CCB), Physical Therapist |
| Lynn Wismann | CO-Hear Coordinator |

| **Agenda Overview** | |
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| **Outcomes**   * Increase awareness of Part C evaluation & assessment process * Increase knowledge about utilization of the FAMILY Assessment   **Agenda**   * Continued discussion of The FAMILY Assessment; Specific to utilization *(50 Minutes)* | |

| **Agenda/Actions/Decisions** | | |
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| **Agenda Items** | **Discussion** | **Action/Decision** |
| **FAMILY Assessment Utilization** | **Questions Posed to the Group:**   * What are your experiences with the FAMILY Assessment? * What opportunities might you see regarding utilization of this assessment in the EHDI system? * What challenges have you experienced or might you see regarding the utilization of this assessment tool? * Given your role in the EHDI system, what questions are you still pondering regarding the FAMILY Assessment?   *Of note, A DHH child does not need an initial evaluation; they qualify for Part C services based on their diagnosis of bilateral hearing difference*. *This discussion is about the assessment that is used to develop the initial, and subsequent, IFSPs. This discussion includes the transition from Part C services to Part B programs.*  **Themes**  *Note: Asterisks (\*\*) indicate that the comment was made more than one time.*  **1. Alignment of The FAMILY Assessment with Part C Evaluation Processes**  *Note: The FAMILY Assessment is an acronym. It stands for “Family Assessment of Multi-Disciplinary Interactional Learning for the Young Child (Stredler-Brown & Yoshinaga-Itano, 1992). The name is misleading; The FAMILY Assessment is an assessment of a child’s skills. It is not an assessment of the family. There was a recommendation (\*\*) to rename The FAMILY Assessment in order to make it clear that this is an assessment of a child’s skills.*   * *\*\**This tool could be used to meet the child assessment requirement of Part C. * We need to talk about all of the timelines for early intervention, including periodic reviews, and how to line up The FAMILY Assessment results and the periodic reviews to streamline the process for families and team members. * There is flexibility in the timelines - facilitators (aka; early interventionists) or CO-Hear Coordinators can request doing The FAMILY Assessment early to better align with the annual assessment data needed for the IFSP. * \*\*By aligning The FAMILY Assessment with the IFSP process, other providers will learn about the child’s skills and needs and this information can inform IFSP outcomes and strategies. * \*\*The CO-Hear Coordinator may administer the DAYC-2 at the first visit with the family or at an early visit. This helps the CO-Hear Coordinator get to know the child and their current developmental levels. If this is done, the CO-Hear Coordinator would bring the DAYC-2 information to the initial IFSP.   **2. Alignment of The FAMILY Assessment with Ongoing Evaluation (after the newborn period)**   * The eligibility/initial evaluation was the responsibility of the school district, but beginning in May 2022, it will switch to Part C. It will just be a quick evaluation to determine if the child is eligible or not (if they don’t have an established condition).   **3. Alignment of The FAMILY Assessment with Part B Evaluation Processes**   * When Child Find teams use The FAMILY Assessment during the evaluation process (for preschool entry), it helps set goals for the IEP. * Educating members of the Child Find team about what is included in the assessment has been a challenge. * People have different experiences with utilization of The FAMILY Assessment depending on the experiences/processes/backgrounds of the professionals in various school districts. * The FAMILY Assessment information is not always being used at the Child Find meeting - especially in rural areas or with less experienced (about issues related to children who are DHH) teams. * The process at the initial evaluation (before entering Part B) is changing for Part C. The assessment done up till now would have been whatever the school district used. * From the perspective of a professional at the school-age level, it is nice to have this assessment information. We can’t always get what we need in a 1 ½ hour evaluation. The video portion of The FAMILY Assessment is the most valuable part to show school-based professionals the needs of the child and explain the child’s developmental skills in the context of age-level norms. *(Note: As part of the FAMILY Assessment, the parent is videotaped while interacting with their child. The child’s interaction is coded for language and speech.)* * The FAMILY Assessment results should be used to guide the transition process. The CO-Hear Coordinator is involved in the transition process.   **4. Sharing The FAMILY Assessment Information**   * Sharing the information with other members of the child’s EI team would be great - need to identify whose responsibility it is to assure information is shared.   **5. Professional Development for Test Administration**   * There is a need to train early interventionists who are doing the assessment who have never administered the assessment. * As a professional, I didn’t know much about the FAMILY Assessment.   **6. Streamlining the Assessment & Garnering Family Input**   * (\*\*) There are fewer protocols now than there were in the past * (\*\*) A recent change wherein the protocols are available online has been nice. * Having some assessments go directly to families and some to early interventionists has been nice. * (\*\*) Some challenges are a lack of family members’ familiarity with the need for assessment and time constraints. * (\*\*) From a parent perspective, it’s overwhelming in many ways; the number of protocols, understanding the benefit and purpose and how the information informs the team, the frequency of the assessment, and duplicative questions among protocols. * Sharing general information to help the parent understand the purpose of the assessment is beneficial.   **7. EI Provider Input about The FAMILY Assessment**   * Using the assessment with many families at the same time can be a challenge. * For children with Unilateral Hearing Loss (UHL), there is an abbreviated form of the assessment. It is done with the CO-Hear Coordinator. The results are used to monitor progress. * There have been some technical issues with capturing a video. * The 33-month assessment is a lot of work. It can be hard to switch from parent-report to clinician-administered assessments at 33 months. However, this is very useful information at the IFSP meeting. * For families, if they don’t seem to like doing the assessment, the early interventionist takes the lead by filling out the protocols and then touching base with the family.   **8. Utilization of The FAMILY Assessment to Inform Team Decision Making**   * Using the information to help make informed decisions and to guide communication and amplification has been valuable * Having a TOD or knowledgeable SLP on the team helps to use the results to guide discussions. * We are often making an assumption that The FAMILY Assessment is being utilized. * Assessment results should be shared at IFSP meetings - supporting outcomes and strategies * The assessment results help us identify needs and find things that the Child Find team wasn’t going to be able to identify without the assessment information.   **9. Utilization of The FAMILY Assessment for Children with Hearing Differences in One Ear (aka; UHL)**   * For children with hearing differences in one ear, there is an abbreviated form of the assessment. It is done by the CO-Hear Coordinator to monitor a child’s progress. * Can we use this data to support UHL becoming an established condition again? | N/A |
| **Questions** | 1. Is this something other states can access and use? Can we share the assessments and age groups with other states? *(Note: Allison Sedey reported that this is the model for the ODDACE Project, funded by the CDC, and an abbreviated assessment is currently being utilized by at least 11 programs in different states.)* 2. Can we share a sample report to see what those results look like? 3. How long does it take to complete The FAMILY Assessment? 4. Is there a way to share data outcomes for funding purposes? 5. Have we looked at the assessment over the years to address cultural considerations? 6. Can we play with when The FAMILY Assessment is administered to better match dates with the Part C process? |  |

| **Next Meeting**  **Meetings of the Intervention Task Force are on the 3rd Tuesday of each month from 2:00-3:00.** | | |
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| **DATE** | **TIME** | **AGENDA ITEMS** |
| May 17, 2022 | 2:00-3:00 PM | * 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.*