



The Center for Deaf and Hard of Hearing Education (CDHHE) Network

Roles and Services with Examples of IFSP Outcomes, Goals and Disciplines

The purpose of the CDHHE Network is to deliver specialized, seamless support to families of deaf and hard of hearing children, while also partnering with local provider agencies to ensure access to services beyond the Network when necessary.

Purpose of this document:

- To describe the specialized roles and services offered by the CDHHE Network to families enrolled in First Steps whose children are eligible (see below) for services
- To provide guidance to families and First Steps teams in building a specialized team to support children who are deaf or hard of hearing

Eligibility for deaf or hard of hearing specialized services:

- Children are determined to be eligible for services when identified as deaf or hard of hearing by an Audiologist and/or Ear, Nose and Throat doctor as reported to the state Early Hearing Detection and Intervention (EHDI) system

All outcomes are **general suggestions to help guide families** in the topics they may want to address. Short term goals should be selected based on the family's desired outcomes, child's age, and skill levels. Others not included here may be added as appropriate, or as the family desires. These are suggestions for a starting place and may be adjusted, as appropriate, by the family and team upon initial implementation, as well as updated at subsequent quarterly reviews.

Learn more online at www.in.gov/health/cdhhe/programsservices/early-intervention.

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Audiology

Audiologists provide initial and ongoing evaluations of hearing upon referral by the child's primary care provider, ENT, First Steps Coordinators, or other First Steps provider agencies at the Center for Deaf and Hard of Hearing Education's (the Center) location in Indianapolis.

The CDHHE Network has audiologists who are available for follow up from Newborn Hearing Screening and may fit children with hearing aids. They are available to consult by phone with local audiologists as well as other providers.

Audiology/Assistive Technology must be written on the IFSP services page and the Audiology provider's authorization request should be attached, if First Steps is purchasing hearing aids and providing ongoing hearing testing.

Family outcome: Family will understand their child's audiology results and etiology, if known, and amplification options, so that they will have appropriate expectations for their child's services and progress.

Short-term goals:

- Family will pursue amplifications, if recommended and chosen, and attend regular audiology visits
- Family will understand the hearing testing, results, and hearing levels for their child
- Family will understand how hearing aids/cochlear implants function and have realistic expectations for them
- Child will wear technology all waking hours
- Family will understand the process of obtaining a hearing aid, cochlear implant, or BAHA and how it functions in order to feel confident with their decision making progress
- Family will feel comfortable checking, maintaining, and troubleshooting the hearing aid(s)/cochlear implant(s)/BAHA(s) and set-up a daily routine to do so regularly
- The family will be able to describe their child's hearing levels and unique needs to others

Reminder: While these general suggestions for initial outcomes and short terms goals can be beneficial when writing an initial IFSP, it is always important to follow the family's goals. An important part of the process for intervention is to adjust goals and strategies as needed-the team should adjust these as appropriate to meet the family's desired outcomes.



Deaf Mentor (DM)

Deaf Mentors provide families with the experience of being connected with a Deaf adult by introduction, exposure and shared strategies involving American Sign Language (ASL), Deaf Culture and the Deaf Community. Home visits consist of engaging and activity-based lessons for the families to learn natural and routine-based strategies for communicating visually with their infant/young child. Examples include establishing eye contact and attention, gesturing and learning ASL development and competency, and shared literacy tips. Deaf Mentors have diverse backgrounds including ASL, as well as both ASL and spoken language. Deaf Mentors are certified by the SKI-HI Institute.

Deaf Mentor services are considered "Other services" in the IFSP Section 8, and are provided at no cost to the family.

Child outcome: Child will demonstrate understanding of visual communication or American Sign Language so that they can begin to understand the world around them

Short-term goals:

- The family will consistently utilize known visual communication strategies throughout the child's daily routines
- The family will be knowledgeable about visual language milestones
- The child will imitate physical movements involving arms, head, hands, and face
- The child will attend to signed motherese with visual alertness
- The child will turn head in response to attention getting behaviors
- The child will follow the point or eye gaze of the signer
- The child will recognize own sign name and sign names of family members

Child outcome: Child will begin to communicate using visual communication or American Sign Language, so that s/he can express his/her wants, needs, and feelings

Short-term goals:

- The child will display emerging hand babbling
- The child will demonstrate first 5 handshapes in early signs and manual babbling (C, A,S,1,5).
- The child expresses 3-5 signs
- The child will begin to use non-manual markers when signing (facial expressions, raised eyebrows, appropriate mouth shapes, etc.)
- The child will name 10 or more objects, animals and people in their environment and in pictures



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Family outcome: The family will learn sign language; so that they can become a visual language model for their child

Short-term goals:

- Family will learn 10 new signs a week
- Family will ask yes/no and WH questions using non-manual markers appropriately
- Family will know the manual alphabet
- Family will know where to find resources to learn sign language (classes, videos, events)
- Family will participate in opportunities to meet other deaf adults and children using sign
- Family will be knowledgeable of all available visual assistive technology

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Family Navigator (FN)

The Family Navigator supports families of children who are deaf and hard of hearing by offering unbiased, comprehensive information to help them navigate available resources. They provide tailored family training to deepen understanding of each child's unique needs and foster developmental growth. As children transition from First Steps, the Family Navigator offers guidance aligned with state law and the federal IDEA to support entry into Part B special education, while also helping families identify programs and resources for continued educational planning beyond early intervention.

Providers have backgrounds in Deaf Education (DT-DHH), Developmental Therapy (DT), Developmental Therapy - Communication specialty (DT-C), or Speech Therapy (ST), with specialized training in overall language and communication development, bonding and early brain development, multilingual communication planning, assistive technology, infant/early childhood development, literacy, transition planning, and parent training & support.

Family outcome: Family will be aware of all early intervention services and supports for families of deaf and hard of hearing children, so that they engage in the early intervention system with confidence

Short-term goals:

- Family will understand the early intervention system and how they can access services over time
- Family will understand their role as an active member in the early intervention process
- Family will be confident in their communication with their service coordinator, early intervention providers and medical providers
- Family will be familiar with the goals on their IFSP and how these are addressed through services and supports
- Family will learn at least four resources that support families of deaf and hard of hearing children and create their own circle of support
- Family will meet other deaf and hard of hearing children, adults, and/or families of other deaf and hard of hearing children

Family outcome: Family will be knowledgeable about all communication opportunities and how early brain development, and language access supports language outcomes, so that they will confidently make decisions for their child

Short-term goals:

- Family will explore the wide variety of ways deaf and hard of hearing individuals communicate along the communication continuum
- Family will review resources that support their exploration of communication opportunities
- The family will know where to locate tools for early milestones in the communication opportunities they are exploring



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- The family will know how to observe and track early milestones in the communication opportunities they are exploring
- Family will be able to describe early brain development and its impact on language and child development
- Family will actively engage in services that support the communication opportunities of their child's communication plan

Family outcome: Families will identify their unique needs in raising their child so that they can best support their child's ongoing development

Short-term goals:

- Family will be able to identify developmental areas of need unique to deaf and hard of hearing individuals
- Family will identify the available supports and services to address their child's unique developmental needs
- Family will explore tools to assess their child's language and overall development and demonstrate the ability to utilize a minimum of one tool on an ongoing basis
- Family will understand their child's audiology results and amplification options
- Family will be able to describe their child's hearing levels and technology
- Family will be able to describe their child's unique needs to others

Family outcome: Family will understand, prepare for, and participate in the transition process from First Steps to school age services; so that they are confident in the transition process as it is unique to deaf and hard of hearing children

Short-term goals:

- The family will demonstrate understanding of information (acronyms and vocabulary) and timelines to help them navigate the transition process
- The family will know all available programs for where their child may receive early childhood services and evaluate each based on their individual child's needs
- The family will understand their child's unique needs in the context of a classroom setting
- The family will understand and participate in the transition process including the assessment, eligibility determination, IEP development, and placement determination process
- Family will demonstrate understanding of processes, parent rights and laws related to ongoing special education services and supports
- Family will know how to find support and resources after First Steps exit

Reminder: While these general suggestions for initial outcomes and short terms goals can be beneficial when writing an initial IFSP, it is always important to follow the family's goals. An important part of the process for intervention is to adjust goals and strategies as needed-the team should adjust these as appropriate to meet the family's desired outcomes.



Listening and Spoken Language (LSL)

A listening and spoken language provider uses a family-centered approach that supports the development of listening and communication skills in children who are deaf or hard of hearing. Providers are specially trained in building foundational listening skills to support speech and language development through family coaching and direct service. Unlike traditional speech therapy and deaf education techniques, Listening and Spoken Language strategies emphasize growth of the listening pathways in a child's brain. If a family desires for their child to learn to listen and talk, a specialized provider is critical in supporting the family on that journey.

Providers have backgrounds either as Speech Therapists (ST) or Deaf Educators (DT-DHH), with training in auditory functioning and development, speech and language development, infant/early childhood development, literacy, adult learning styles, and parent training and support.

Family outcome: Family will understand their child's audiology results, etiology of hearing loss, and hearing technology options so that they can make informed decisions

Short-term goals:

- Family will understand anatomy and physiology of the ear and how hearing aids/cochlear implants function
- Family will pursue hearing technology, if recommended, and attend regular audiology visits
- Family will understand subjective and objective audiology assessments and be able to explain their child's individual results
- Family will establish a daily routine to maintain and troubleshoot hearing technology
- Family will ensure child wears their hearing technology all-waking hours
- Family will be able to explain auditory skills milestones
- Family will consistently use listening and spoken language strategies throughout their daily routines

Child outcome: Child will develop listening skills in order to understand spoken language

Short-term goals:

- Child will wear hearing technology all-waking hours
- Child will detect and localize environmental sounds and voices
- Child will identify 7-10 Learning to Listen, LMH sounds, or single words
- Child will identify familiar songs and rhymes
- Child will follow directions when presented through listening alone

Child outcome: Child will communicate using age-appropriate spoken language in order to express their wants, needs, and feelings

Short-term goals:

- Child will vocalize back and forth with an adult
- Child will imitate pre-speech skills
- Child will vocalize with communicative intent



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- Child will imitate vocal patterns and produce early emerging vowels and consonants
- Child will combine vowels and consonants in babbling
- Child will imitate learning-to-listen sounds
- Child will express 1-10 words spontaneously

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