

Module 1: Early Identification: Newborn Infant Hearing Screening and Evaluation; The Importance of Ensuring Early Access to Language

Section: Family-Centered Early Intervention



Activity 1.3: Promoting Full Family Participation (Parents, Child, Extended Family) in the Early Intervention Process

A. Discuss what “family-centered intervention” means:

- What happens during the intervention process?
- What is the expected role of the family?
- What is the child’s role?
- What is the early intervention provider’s role?

B. Discuss the various types of intervention the child and family may be receiving:

- Will the family be working with more than one early intervention provider (e.g., deaf mentor, speech-language therapist, developmental therapist, physical therapist, occupational therapist)?
- Discuss the importance of the varied therapists working as a team with the family.
- Discuss the importance of communication among all of the intervention providers. Encourage parents to consider signing release forms to foster this communication.

- C. Discuss why intervention at this age is often directed more to the family members than to the child. Include the following:
- the importance of ensuring everyone in the family is involved in the intervention process;
 - the importance of scheduling intervention times during periods that include the most family members, match work schedules, and surround nap times;
 - the importance of commitment to family intervention time; and
 - how what is learned in these sessions can positively impact the family's ability to bond and learn how to respond to the needs and wants of their child as he or she grows.
- D. Provide opportunities, as needed, for families to discuss their feelings about possible grief, acceptance, disappointment, etc. Inform the family that this can become a part of the intervention process.
- E. Supports for families of a child with identified disabilities:
- Discuss how to support the family involved with multiple therapy sessions. How can the therapy team be connected and support each other so the family does not feel overwhelmed with different therapies and concepts to digest?
 - Identify possible programs in your area tailored to the child's specific disability (e.g., support group for children and their families for CHARGE syndrome).
- F. Guide the family to additional resources about raising a child who is deaf or hard of hearing, including:
- [Hands and Voices Chapters](#)
 - [VL2 Parent Package](#)
 - [Charge Syndrome \(Contact a Family\)](#)
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