



Dear Family,

Congratulations on your new baby!

Having a child is a journey. You will have many new experiences and discover many new things along the way. As you learn more about your child's hearing loss and how to help them succeed, we would like to share our Family Resource Guide with you. We hope it gives you a place to start.

It is important to remember that you are not alone and that help is available. Look to friends, family and professionals to build a strong support team.

The contents of this folder are just the beginning. More resources are available on the "For Parents" section of our website: www.healthoregon.org/ehdi. The information and tools provided are for you to use as you need them.

Items included in this folder:

- What To Do Today
- What Your Baby Needs in the First Year
- Oregon Resources (Who May Contact You)
- What is Early Intervention (EI)?
- Other Intervention Options
- Your Baby's Hearing & Next Steps (audiogram)
- Your Child's Care Team
- Communicate with Your Child booklet
- Guide By Your Side brochure
- Oregon Early Intervention brochure
- Tucker-Maxon Early Intervention brochure

The most important thing you can do is love, support and communicate with your baby, just as any parent would.

If you have questions, please contact the Early Hearing Detection and Intervention (EHDI) program at: 1-888-917-HEAR (4327) or Oregon.EHDI@state.or.us.

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The weeks and months after learning about your child’s hearing loss can be a busy and overwhelming time. Here are some ideas to help you.

Interact and communicate with your child.

Start communicating with your baby now. Some studies indicate that over 90% of what we “say” is shown through nonverbal communication, such as facial expressions and body language. Your baby can learn how to read your face and body, even if he or she can’t hear your spoken words.

Babies learn from routines and things you do or say in everyday life. Talk to your child as you do daily tasks such as changing a diaper, giving a bath, or feeding a meal. Your child will also learn when you sing songs, do finger plays, and play games like peek-a-boo.

Things to Try	Examples
Use a natural voice (don’t shout) when speaking to your child. Talk and sing to your child.	While rocking or cuddling with your baby, sing lullabies and tell him how much you love him.
Use facial expressions that match your words and actions.	While playing peek-a-boo, say “Peek-a-boo!” with a surprised, happy look on your face. Say, “Do you need your diaper changed?” with a questioning look on your face.
Use gestures and hand movements while speaking.	When saying, “Let’s go change your diaper,” point to your baby’s diaper. Wave your hand or your baby’s hand when saying, “Hello” or “Goodbye.”
Explain when it is time to do something.	Say, “It’s time for a nap. Let’s go take a nap.”
Make lots of eye contact and use touch, hugs, and kisses to help your baby learn how to interact with you and your family.	Look at your baby’s face and say/sign, “I love you,” then give lots of hugs and kisses. Guide your child’s hand as she gently pets your family dog. At the same time, look your baby in the face and say, “Gentle,” or, “Nice doggy.” Your baby will learn how it feels to pet the dog gently.
Watch and listen for your child to sign/say words and respond to them.	If your child is making an “M” sound, respond by saying, “Mmmm... milk!” and pointing to your child’s bottle/cup. If your child makes the sign for milk, repeat the sign while saying, “Milk!” and pointing to your child’s bottle/cup.
Respond to your child’s facial expressions.	Say, “You look like you’re having fun!” with a big smile. Say, “Uh oh. You look sad,” with a sad face.

Keep a journal for your child.

Here are some writing topics to help you get started:

- Sounds that your child responds to or makes – as your child grows, this may help you see how far he or she has come!
- Questions or concerns that you have
- Your feelings and experiences during this process
- Your hopes, dreams, and thoughts about the future

Get organized.

Keep copies of clinical reports and important forms in a notebook. Take this notebook to your child's appointments so you can provide old information and have a place to store new materials, too.

Some things to include:

- A cover sheet with names and phone numbers for your child's primary doctor, audiologist, EI service coordinator, and insurance company.
- A calendar to note appointments or keep track of important dates (e.g., diagnosis date, first hearing aid fitting, first IFSP meeting, first cochlear implant activation, first word/first sign).
- Tabs for audiology, early intervention, medical tests, insurance, and hearing aids.
- A plastic sleeve to collect business cards of your child's care team so you can give contact information to other providers easily.
- Questions you have and extra paper to take notes.

Seek support from family and friends.

People who are close to you can be great support. Invite the people in your child's life to attend visits to the audiologist, early intervention meetings, and parent groups.



Look online to learn about hearing loss.

- www.babyhearing.org
- www.communicatewithyourchild.org
- www.healthoregon.org/EHDI (the For Parents section)
- www.handsandvoices.org
- www.cdc.gov/ncbddd/hearingloss

WHAT YOUR BABY NEEDS IN THE FIRST YEAR

1. Babies need to feel connected to their family.

Because of reduced hearing, your baby may be less aware of the people and action around him or her. Even with hearing aids, your baby will need lots of touching, holding, smiling and eye contact. Your baby will then see, feel, and hear you and others communicating.

- **Put your baby in the middle of the action.**

A connection to you is the foundation your baby needs to feel secure and comfortable. Before you know it, your baby will be ready to join in activities and conversations!



2. Babies need frequent repetition of routine language and direct conversation.

Through simple language, gestures, and songs, babies learn to communicate. This is called “baby talk” or “parentese.” This is the way most parents communicate with their babies. Even before babies can tell anyone what they are thinking, they are soaking up all the communication around them. Infants with hearing loss may use and benefit from all available communication options.

- **Use varying intonation and rhythm when interacting with your baby.**

This will help your baby enjoy the communication around him or her.

- **Talk, gesture or sign directly to your baby.**

Speak close to him or her rather than raising your voice.

- **Repeatedly label and point to his or her favorite people and things.**

Soon your baby will use these signals to follow your daily routine!

- **Pause to give your baby a chance to respond.**

He or she might look at you, smile, reach up, or try to copy what you are doing.

3. Babies need access to sound as soon as possible.

Babies need to hear the sounds around them to learn about the world. Most babies with hearing loss need hearing aids so they can hear all the important sounds.

Even if you choose sign as your baby’s first language, hearing is a secondary skill important for your baby’s brain development. Wearing hearing aids will help you see how much your baby learns by listening.

- **Keep hearing aids on your baby during all waking hours.**

Take them off only when your baby sleeps.

- **Point out interesting sounds and show your baby where they come from.**

This will help your baby learn about the importance of sound.

- **Ask your audiologist or EI provider for ideas to help keep hearing aids on your baby’s small ears.**

Every baby is different and keeping these devices on may be hard at times, but your effort will pay off.



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Early Intervention Programs Contact Information by County

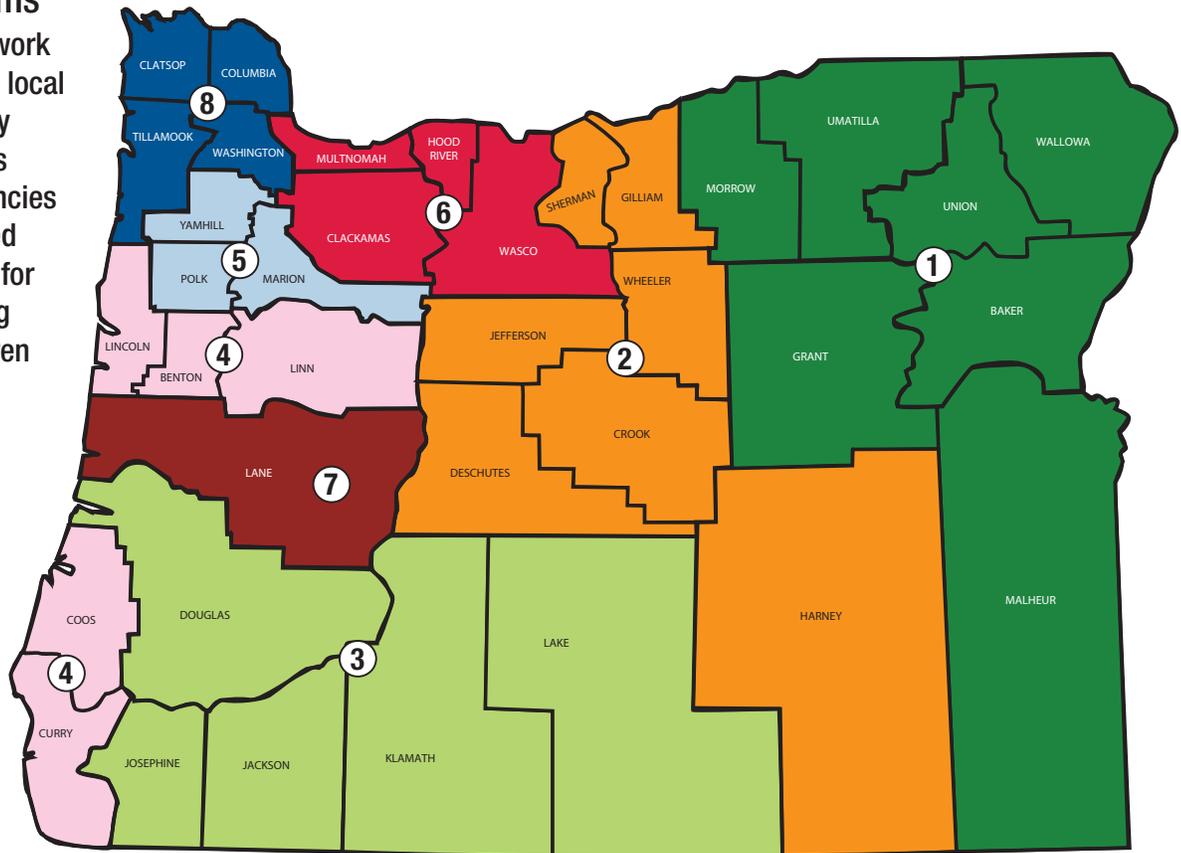
County	Phone
Baker	800-927-5847
Benton	541-753-1202 x106
Clackamas	503-675-4097
Clatsop	503-338-3368
Columbia	503-366-4141
Coos	541-269-4524
Crook	503-693-5630
Curry	541-269-4524
Deschutes	541-312-1195
Douglas	541-440-4794
Gilliam	541-565-3600
Grant	800-927-5847
Harney	541-573-6461

County	Phone
Hood River	541-386-4919
Jackson	541-494-7800
Jefferson	541-693-5740
Josephine	541-956-2059
Klamath	541-883-4748
Lake	541-947-3371
Lane	541-346-2578
Lincoln	541-574-2240 x100
Linn	541-753-1202 x106
Malheur	541-372-2214
Marion	503-385-4714
Morrow	800-927-5847
Multnomah	503-261-5535

County	Phone
Polk	503-435-5918
Sherman	541-565-3600
Tillamook	503-842-8423
Umatilla	800-927-5847
Union	800-927-5847
Wallowa	800-927-5897
Warm Springs	541-553-3241
Wasco	541-296-1478
Washington	503-614-1446 (Eng) 503-614-1263 (Spa)
Wheeler	541-565-3600
Yamhill	503-435-5918

Regional Programs

Regional programs work in collaboration with local school districts, early intervention, families and community agencies to provide specialized educational support for children with hearing loss and other children needing specialized services.



Region 1:
Eastern Oregon Regional Program
541-966-3145

Region 2:
Central Oregon Regional Program
541-693-5707

Region 3:
Southern Oregon Regional Program
541-776-8555

Region 4:
Cascade Regional Program
541-812-2770

Region 5:
Willamette Regional Program
503-540-4487

Region 6:
Columbia Regional Program
503-916-5570 x78334

Region 7:
Lane Regional Program
541-561-8374

Region 8:
Northwest Regional Program
503-614-1351

Private EI for Hearing Loss

Tucker-Maxon School (Portland or via tele-intervention)	503-235-6551
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Early Intervention (EI) programs offer free educational services through the Department of Education. These services help babies and toddlers learn skills that usually develop before age 3, such as communication (talking, understanding) and cognition (learning, solving problems).

For children with hearing loss, EI helps assure your child will learn to communicate and develop language. The goal is for your child to be on-track as soon as possible, so starting EI right away is important.

How do I get started with EI?

After identifying your child's hearing loss:

- The audiologist will send a referral to your county's public EI program and/or Regional Program.**
 - Per OAR 581-015-2150, children with permanent hearing loss that is mild or greater in both ears or moderate or greater in one ear should qualify for EI. Ask your audiologist or review the full rule for details.

- The EI program will call within one week of receiving the referral to discuss services and how to enroll.**
 - You may call the EI program yourself to check on your child's referral. (See county EI and Regional Program phone numbers on Oregon Resources page)
 - Be sure to answer calls or return messages right away.
 - Take notes about next steps and who to contact with questions.
 - Give preferred phone numbers and/or email addresses so the EI program can reach you easily.
 - Make sure they have your current address.

- The EI program will send you initial enrollment paperwork.**
 - Complete this paperwork and send it back, as instructed.
 - The EI program staff may ask for a copy of your baby's hearing test and a signed form from your baby's doctor. They may need your permission to get these documents from your child's audiologist and doctor.

- You will schedule and attend an EI evaluation.**
 - This is different from a hearing test.
 - The EI staff will check your child's current level of development.

- You may contact private EI or therapy options in addition to public EI.**
 - If your child does not qualify for public EI, per OAR 581-015-2150 described above, he or she may still receive help from other intervention options. Insurance coverage and/or financial aid may be available.

- You will schedule and attend an Individualized Family Service Plan (IFSP) meeting.**
 - Together, you and your child's EI providers will make a plan to achieve your goals for your child.
 - See "Making a Plan for Your Child" on the CDC's Parent Guide to Hearing Loss for suggestions on developing your child's IFSP.



What can I expect from the EI program?

How will this help my child?

The EI program aims to reduce or prevent delays in communication (speech/sign) and social skills. EI program staff are experts in early communication. They may be speech-language pathologists, teachers of the deaf and hard-of-hearing, or child development specialists. The EI provider your family works with should have the expertise needed to help your family reach your goals.

Some examples of services:

- Support you in providing a communication-rich environment
- Show you how to teach your child to communicate
- Help track your baby’s communication development
- Provide therapy strategies that you can use in daily activities
- Give you information about your baby’s hearing loss, devices and how to check them
- Find other people/agencies that can help you, including meeting adults and older children with hearing loss



Where are public EI services offered?

EI services are provided by your county or region. Services may be provided in your home, at child care, in preschool - wherever your child usually spends his or her time. Services may be provided in person or through tele-intervention (using Skype or video chat).

Will EI help my child who has...

- unilateral hearing loss?
- mild/minimal hearing loss?
- low/high-frequency hearing loss?
- auditory neuropathy spectrum disorder (ANSD)?
- microtia/atresia or permanent conductive hearing loss?

All children with permanent hearing loss – no matter the degree, type or configuration – should get EI services. All children with permanent hearing loss are at risk for speech and language delay and/or progressive hearing loss.

EI offers crucial language stimulation and tracking so delays are found and addressed quickly. If you wait for signs of a problem before enrolling, it may be too late. It is better to enroll right away and avoid any delays.



OTHER INTERVENTION OPTIONS

You may use private resources to add to or replace public Early Intervention services. This may include extra or more intense sessions, or specific information your family needs to help your child.

Below are some specific resources listed by communication mode. You can explore any communication mode until you find what works for your family.

AUDITORY/LISTENING AND SPOKEN LANGUAGE



Tucker-Maxon School:

A private early intervention program located in Portland designed to teach infants and toddlers who are deaf or hard-of-hearing to listen and talk. Tele-intervention is available for those outside of Portland. TMS also provides preschool-5th grade for children with and without hearing loss. Financial aid is available.
www.tuckermaxon.org/school/early-intervention/



John Tracy Clinic:

Free distance education courses offered online or by mail. Courses cover listening, language, speech and enjoying learning. Available in English and Spanish.
www.pals.jtc.org/

Private Speech-Language Pathology (SLP)/Therapy:

Some hospital or clinic SLPs provide therapy to children with hearing loss. Sometimes insurance will pay for this therapy. This type of therapy has many names: aural rehabilitation, auditory-verbal therapy, listening therapy, language stimulation, among others. Check with your insurance company to find SLPs near you that take your insurance.

VISUAL/AMERICAN SIGN LANGUAGE

Parents who want their child to use sign language to communicate will need to learn how to sign as soon as possible. Many community colleges and rec centers (YMCA) offer American Sign Language (ASL) classes. You can also learn from DVDs, online and from deaf adults.



American Sign Language University:

30 free online courses in ASL. Includes a searchable video dictionary.
www.lifeprint.com/index.htm



VL2: Visual Language and Visual Learning:

Online resource to help parents and children learn ASL together.
www.vl2parentspackage.org/



Oregon School for the Deaf:

A public school in Salem that serves children ages 5-21 who are deaf and hard of hearing. Although OSD does not offer direct services to children under age 5, they are a valuable community resource. OSD welcomes families to use their library, connect with their staff and visit the campus.
www.osd.k12.or.us/

Columbia Regional Program Video Resources for Deaf/Hard-of-Hearing Students:

Videos for learning everyday American Sign Language signs in English and Spanish.
www.crporegon.org/videoresources

Shared Reading Project:

Teaches parents how to read to their child using ASL. Developed by Gallaudet University.
www.bit.do/sharedreading

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