

Early Intervention Network

Resources

Table of Contents

- I. Early Intervention Resources: General
- II. Stakeholder Resources
- III. Visual Language
 - A. Information About Facilitating Visual Language
 - B. Resources to Support Visual Language Development
- IV. Listening and Spoken Language
 - A. Information About Facilitating Listening and Spoken Language
 - B. Resources to Support Listening and Spoken Language Development
- V. Professional Preparation
- VI. Organizations

I. Early Intervention Resources: General

- **Beginnings: For Parents of Children Who Are Deaf or Hard of Hearing**
<http://www.ncbegin.com/>

This website and associated resources were developed by a non-profit organization providing support for families with children who are deaf or hard of hearing, age birth through 21 years.

- **Frequently Asked Questions: Considerations for Using an ASL and Spoken English Bilingual Approach with Young Children who are Deaf and Hard of Hearing** <http://www.gallaudet.edu/Documents/Clerc/FAQ-ASL-SpokenEnglish.pdf>

This FAQ, developed at the Clerc Center, responds to questions related to bilingual development in two modalities. It discusses evidence supporting an ASL and spoken English approach and the planning process essential to implementing this approach with young children. It provides references and resources related to this topic

- **Early Beginnings for Deaf and Hard of Hearing Children: Guidelines for Effective Services**
<http://www.gallaudet.edu/clerc-center/info-to-go/early-intervention/family-and-professional-resources/early-beginnings.html>

Paper developed for the Laurent Clerc National Deaf Education Center website by Marilyn Sass-Lehrer, Ph.D., Co-Director of the Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program at Gallaudet University in Washington, D.C. It describes myths, facts, and recommended practices for early intervention.

- **EHDI E-Book: A Resource Guide for Early Hearing Detection and Intervention (2014)**
<http://www.infanthearing.org/ehdi-ebook/index.html>

A comprehensive resource guide on numerous topics related to early hearing detection and intervention (EHDI). This e-book, developed by the National Center for Hearing Assessment and Management (NCHAM), is written by many experts actively involved in EHDI.

- **Educating Deaf Children**
<http://www.rit.edu/ntid/educatingdeafchildren/>

Interactive website created to serve as a source of factual information for parents, teachers, and others interested in the raising and educating of deaf and hard-of-hearing children. It provides an opportunity to submit questions and have them answered by members of the Center for Education Research Partnerships (at the National Technical Institute for the Deaf), members of the Editorial Board of the Journal of Deaf Studies and Deaf Education, or one of a group of international experts who has volunteered to participate in this project.

- **Guidelines for Audiologists Providing Informational and Adjustment Counseling to Families of Infants and Young Children With Hearing Loss Birth to 5 Years of Age** <http://www.asha.org/policy/GL2008-00289.htm>

An ASHA document which shares practical strategies and considerations for audiologists when counseling families of newly identified children who are deaf or hard of hearing.

- **Hands & Voices Advocacy and Support Training (ASTra)**
<http://www.handsandvoices.org/astra/index.html>

An advocacy training program developed by Hands and Voices. It is based on Educational Advocacy for Students Who are Deaf or Hard of Hearing: The Hands & Voices Guidebook. The program; geared towards empowering families as their child's advocate, is a resource for families, advocates and professionals who support the education of children who are deaf or hard of hearing.

- **Hearing Loss in Children**
<http://www.cdc.gov/ncbddd/hearingloss/index.html>

This comprehensive website was developed and is updated by the Centers for Disease Control and Prevention (CDC). A variety of topics are covered for both professionals and families related to screening and intervention, including research, and family stories. Video clips are included in the section on "learning language."

- **How Early Intervention Can Make a Difference: Research and Trends (Webcast)**
<http://www.gallaudet.edu/clerc-center/learning-opportunities/webcasts/early-intervention-webcast.html>

Dr. Beth Benedict, professor in the Department of Communication Studies at Gallaudet University and coordinator of Gallaudet's Deaf and Hard of Hearing Infants, Toddlers, and Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program, shares information about what research is telling us about the importance of early intervention, how the field is evolving, and what professionals in the field can do to make a difference.

- **Infant Hearing Guide**

<http://www.infanthearing.org/slideshow/ihg/index.html>

This website describes a DVD with three sections; diagnosis, taking action, and family support. This interactive tool with videos was developed with funding by the National Institute on Deafness and other Communication Disorders at the National Institutes of Health.

- **Informed Choice (National Deaf Children's Society and University of Manchester)**

- [Informed Choice, Families, and Deaf Children: A Professional Handbook](#)
- [Helping You Choose: Making Informed Choices for You and Your Child](#)

One for professionals and one for families, these comprehensive handbooks on "informed choice" are based on the premise that families must not only have information about choices, but understand the benefits and risks of any particular choice. These handbooks are designed to promote an approach to knowledgeable-based decision making for families of children who are deaf or hard of hearing based on comprehensive, unbiased, and evidence-based information.

- **Interactive Notebook for Families With a Young Child Who Is Deaf or Hard of Hearing**

<http://www.infanthearing.org/states/documents/other/parent-notebook.pdf>

A downloadable resource notebook on a variety of topics related to raising a child who is deaf or hard of hearing. This resource, developed collaboratively by professionals and parents, was funded in part by grants from the Maternal and Child Health Bureau of the Health Resources and Services Administration, U.S. Department of Health and Human Services, and the Utah Department of Health's Bureau of Children with Special Health Care Needs.

- **"Just in Time" (Hearing-Related Resources for Families) (NCHAM, PDF)**

This document includes descriptions and links to resources for "first responders" and families immediately following identification that a child is deaf or hard of hearing. It is available in [English](#) and [Spanish](#)

- **Making a Plan for Your Child: IFSP Considerations for Children who are Deaf and Hard of Hearing**

This document was developed by the parent-to-parent committee of the Centers for Disease Control (CDC) and EHDI. It is designed to guide conversations between parents and their Individualized Family Service Plan (IFSP) teams as they address the unique language and communication considerations for a child who is deaf or hard of hearing. It is available in [English](#) and [Spanish](#) (translated by the Texas School for the Deaf).

- **My Baby's Hearing**

<http://www.babyhearing.org/>

A family-centered, on-line resource developed by Boys Town National Research Hospital to answer parents' questions about such topics as infant hearing screening and follow-up testing, steps to take after identifying that a child is deaf or hard of hearing, evaluating hearing and fitting listening technologies, language and speech, and parenting issues. It is divided into two sections: "First Steps: Newborn Screening" and "Next Steps: My Baby Has a Hearing Loss." The site is also available in Spanish. <http://www.audiciondelbebe.org/portada.asp>

- **Opening Doors: Technology and Communication Options for Children with Hearing Loss**

http://www2.ed.gov/about/offices/list/osers/products/opening_doors/index.html

(English) and

http://www2.ed.gov/about/offices/list/osers/products/opening_doors/espanol.html

(Spanish)

This publication produced for the Office of Special Education and Rehabilitative Services (OSERS) by the Academy for Educational Development (AED) provides background on early intervention, the use of technology, and other supports available to children and their families.

- **Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes** <http://raisingandeducatingdeafchildren.org/>

This Website, operated in association with the Journal of Deaf Studies and Deaf Education, and administered by the Center for Education Research Partnerships at the National Technical Institute for the Deaf, provides evidence-based information to guide policy-making and practices associated with raising and educating deaf children. It includes quarterly bulletins on a variety of topics, <http://raisingandeducatingdeafchildren.org/page-ebulletins>

- **Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf and Hard of Hearing** <http://www.gallaudet.edu/clerc-center/learning-opportunities/online-learning/setting-language-in-motion.html>

This Web-based resource was developed as a collaborative effort between Boston Children's Hospital and the Clerc Center for early intervention providers, educators of deaf children, early childhood specialists, allied professionals, parents and other caregivers. Seven modules are provided to share information critical to promoting early language acquisition for young children who are deaf or hard of hearing. This product is available in ASL, spoken English, and Spanish as well as open captioned.

- **SKI-HI Institute Resources and Materials**
<http://www.skihi.org/Research.html>

This website links to widely-used curriculum guides and other resources developed by the SKI-HI Institute to provide supports to family-centered programming for infants and young children who are deaf or hard of hearing.

- **Supporting Success for Children with Hearing Loss**
<http://successforkidswithhearingloss.com/resources-for-professionals/ei>

Privately developed website for professionals and family members seeking information about the learning and social issues of children who are deaf or hard of hearing. The website is divided into information on early intervention and school aged students. There are links to numerous practical resources as well as webcasts for training on a variety of topics.

- **The Home Team: A Family-Centered Approach to Working with Newly Identified Babies Who Are Deaf or Hard-of-Hearing and Their Families**
<http://www.infantheating.org/videos/coloradoHIP.html>

This website links to a video produced by the Colorado Home Intervention Program (CHIP) presenting strategies and techniques to facilitate relationship building between interventionists and families.

- **What the Eyes Reveal About the Brain: Advances in Human Language Acquisition-Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Laboratory for Neuroimaging (BL2)** (Clerc Center Archived Webcast) <http://www.gallaudet.edu/clerc-center/learning-opportunities/webcasts/what-the-eyes-reveal-about-the-brain-webcast.html>

Dr. Laura-Ann Petitto from Gallaudet University's Brain and Language Laboratory shares breakthrough research related to the visual modality and what happens when as she says, "the lion's share of knowledge comes from the eyes." She addresses the impact of that on brain structure and function and findings on how this applies to early language acquisition

II. Stakeholder Resources

- **ASHA Documents- Early Intervention: Infants, Toddlers and Preschoolers**
<http://www.asha.org/slp/clinical/EarlyIntervention/>

Links to numerous resources from the American Speech-Language and Hearing Association pertaining to early intervention. Many resources with a focus on children who are deaf or hard of hearing.

- **ASHA Portal: Newborn Infant Hearing Screening**

<http://www.asha.org/practice-portal/professional-issues/newborn-hearing-screening/>

This American Speech-Language-Hearing Association (ASHA) website is a portal to information about hearing screening for children 0-6 months of age as one part of a comprehensive Early Hearing Detection and Intervention (EHDI) programs and services. The goal of ASHA portals are to help users find the best available evidence and expert opinion in client and patient care; identify resources that have been vetted for relevance and credibility; and provide links to community forums, technical assistance, and educational opportunities related to select clinical and professional topics.

- **Best Practices in Family-Centered Early Intervention for Children Who Are Deaf or Hard of Hearing: An International Consensus Statement (2013)**
<http://jdsde.oxfordjournals.org/content/18/4/429.full>

This website links to a consensus paper resulting from a June 2012 international conference in Austria documenting 10 agreed upon evidence-based principles that should guide family-centered early intervention with children who are deaf or hard of hearing.

- **Beyond Newborn Hearing Screening: Meeting the Educational and Health Care Needs of Infants and Young Children with Hearing Loss in America**
<http://www.gallaudet.edu/Documents/Clerc/early%20intervention/beyond%20newborn%20screening.pdf>

This PDF includes the report and recommendations of the 2004 National Consensus Conference on Effective Educational and Health Care Interventions for Infants and Young Children with Hearing Loss.

- **Bill Of Rights for Deaf and Hard of Hearing Children**

<http://www.nad.org/issues/education/k-12/bill-of-rights>

Information on the NAD website about developing a Bill of Rights . A Bill of Rights for Deaf and Hard of Hearing Children has been adopted in many states to ensure that the language, communication, and educational rights of children who are deaf and hard of hearing are protected.

- **Conference of Educational Administrators of Schools and Programs for the Deaf, Position on Early Intervention Programs for Children with Hearing Loss (2006)** http://www.ceasd.org/acrobat/CEASD_EHDI.pdf

A position statement on early intervention programs developed by CEASD that includes the organization's recommendations for early intervention programming and qualifications of providers.

- **IDEA Part C Regulations: The Role of EHDI Understanding Part C** <http://www.infanthearing.org/earlyintervention/docs/final-partc-regulations.pdf>

Document developed by NCHAM (National Center For Hearing Assessment and Management) summarizing Part C regulations that are most relevant for EHDI programs. The document highlights elements of the Part C regulations that support increased understanding and coordination between EHDI systems and their state Part C counterparts, with a goal of ensuring that infants and toddlers with hearing loss are identified, evaluated, and if eligible, have access to appropriate early intervention services.

- **Joint Committee on Infant Hearing 2007 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Programs** <http://pediatrics.aappublications.org/content/120/4/898.full.pdf+html>

A position statement of the Joint Committee on Infant Hearing (JCIH) including many of the tenets which have become the foundations of early hearing detection and intervention (EHDI). Central to this position statement is the recommendation that: a) the hearing of all infants be screened at no later than 1 month of age, b) those who do not pass screening should have a comprehensive audiological evaluation at no later than 3 months of age, and c) infants identified as deaf or hard of hearing receive appropriate intervention at no later than 6 months of age from health care and educational professionals with expertise working with children who are deaf and hard of hearing.

- **Joint Committee on Infant Hearing (2013). Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation that a Child Is Deaf or Hard of Hearing** (pp 1324–1349)
<http://pediatrics.aappublications.org/content/early/2013/03/18/peds.2013-0008.full.pdf+html>

This 2013 supplement to the JCIH 2007 position statement provides comprehensive guidelines for early hearing detection and intervention (EHDI) programs with a focus on the intervention component of EHDI. It provides 12 goals for establishing strong early intervention (EI) systems.

- **Journal of the American Academy of Pediatrics: Supplement on Early Hearing Detection and Intervention.**
http://pediatrics.aappublications.org/content/126/Supplement_1.toc

This 2010 supplement of the Journal of the American Academy of Pediatrics includes numerous articles discussing considerations that are and should be driving early intervention initiatives.

- **National Association of the Deaf (NAD), Position Statement on Early Hearing Detection and Intervention** <http://www.nad.org/issues/early-intervention/position-statement-early-hearing-detection-and-intervention>

Position statement on Early Intervention from the NAD endorsing a positive attitude toward individuals who are deaf or hard of hearing, and emphasizing the importance of providing services that include all language and communication opportunities and appropriate cultural and linguistic support for a child's development.

- **Part C Eligibility Considerations For Infants and Toddler Who are Deaf or Hard of Hearing**
<http://www.gallaudet.edu/Documents/Clerc/early%20intervention/eligibility%20Part%20C.pdf>

Document developed by a committee convened by the IDEA Infant & Toddler Coordinators Association, and the National Center for Hearing Assessment and Management, discussing important information for professional consideration when determining Part-C eligibility. It includes a comprehensive chart describing the relationship of hearing levels to a child's development.

III. Visual Language

A. Information about Facilitating Visual Language

- **Family Involvement in ASL Acquisition**

<http://vl2.gallaudet.edu/research/research-briefs/english/family-involvement-asl-acquisition/>

This 2013 research brief from Visual Language and Visual Learning (VL2), focuses on parental involvement in facilitating ASL development. Included is a developmental sequence of typical ASL language acquisition, and activities to encourage visual language development.

- **Science of Learning Center Visual Language and Visual Learning (VL2)- Parent Information Package**

<http://vl2parentspackage.org/>

This online package is a compilation of family education resources which includes evidence supporting the benefits of early visual language acquisition and ASL/English bilingualism for young children who are deaf or hard of hearing, and strategies for families to support early visual language acquisition.

- **Sign Language Use for Deaf, Hard of Hearing, and Hearing Babies: The Evidence Supports It**

<http://www.gallaudet.edu/clerc-center/our-resources/publications/the-evidence-supports-it.html>

This collaboration of the American Society for Deaf Children (ASDC) and the Laurent Clerc National Deaf Education Center discusses evidence supporting sign language for babies who are deaf or hard of hearing. (Available in print and online in English, Spanish, and Mandarin)

- **Through Your Child's Eyes: American Sign Language** (video)

<http://www.csun.edu/~tyce/enindex.html>

This 13-minute DVD created in 2011 by the California Department of Education and California State University, Northridge, shares the benefits of ASL as a language for children who are deaf or hard of hearing. Experiences of both deaf and hearing families are included.

- **Visual Language Visual Learning (VL2)**

<http://vl2.gallaudet.edu/>

Website of the Science of Learning Center (SLC) on Visual Language and Visual Learning, one of six SLCs funded by the National Science Foundation (NSF) and hosted by Gallaudet University. Included is a parent packet with information about visual learning and a series of research briefs on topics related to visual language and learning.

B. Resources to Support Visual Language Development:

- **ASL apps**

- **VL2 Storybook apps:** <http://vl2storybookapps.com/about/>

These apps provide stories in both American Sign Language (ASL) and English.

- **Four ASL apps:**

<http://www.healthyhearing.com/content/articles/Technology/Wireless/47829-The-best-apps-for-learning-sign-language>

This website links to four popular apps to learn ASL: iASL, ASL Pro, Sign4Me, and ASL Dictionary.

- **Marlee Signs:** <https://itunes.apple.com/us/app/marlee-signs-learn-american/id566054855?ls=1&mt=8>

This app highlights video demonstrations of Marlee Matlin, teaching the basics of American Sign Language (ASL) including the signed alphabet, basic vocabulary, and common expressions in everyday life.

- **ASL Nook** www.ASLnook.com

A resource for families learning American Sign Language. It includes ASL words, pictures and stories.

- **ASL Tales** <http://www.asltales.net/>

A series of storybooks packaged with a DVD to teach the fundamentals of ASL grammar, vocabulary, and syntax. Stories include The Princess and the Pea, The Boy Who Cried Wolf, Tortoise and the Hare, and others.

- **ASL University** www.ASLUniversity.com

An online ASL curriculum resource center.

- **Baby Signing Time**

<http://www.babysigningtime.com/>

This video series teaches ASL signs for common words, questions, phrases, movements, colors, sports, days of the week, everyday objects, and common activities. It incorporates music with signs, songs, animation, and real signing babies for everyday events like playtime, getting dressed, going places, getting ready for bed, and manners.

- **Deaf/Hard of Hearing Adult Involvement Learning Community**

<http://www.infanthearing.org/dhhadultinvolvement/>

This site is a learning community of programs involved in providing services that connect families and their deaf or hard of hearing child with deaf or hard of hearing individuals. Facilitated through the National Center for Hearing Assessment and Management (NCHAM), the website of this learning community includes links to information on research and published literature, the role of technology and social media, examples of deaf and hard of hearing mentor/adult involvement programs, family stories, and other resources and tools on this topic.

- **MacArthur Communicative Development Inventory for ASL**

<http://jdsde.oxfordjournals.org/content/7/2/83.full.pdf>

The MacArthur Communicative Development Inventory for American Sign Language (ASL-CDI) provides a tool to measure early vocabulary development of deaf children acquiring ASL. The Inventory is embedded within this article.

- **Sign With Me: A Family Sign Language Curriculum**

- Volume 1; Building Conversations:

<http://www.boystownpress.org/index.php/sign-with-me-vol-1-building-conversations.html>

- Volume 2: Building Concepts: <http://www.boystownpress.org/index.php/deaf-hard-of-hearing/sign-with-me-vol-2-asl-dvd-building-concepts.html>

- Volume 3: Positive Parenting:

http://www.infanthearing.org/flashplayer/index.htm?file=http://www.infanthearing.org/flashvideos/Sign%20With%20Me%20Videos/Volume_3_Positive_Parenting.mp4

This resource includes instructional videos with an accompanying workbook, produced by the Center for Hearing Loss in Children at the Boys Town National Research Hospital to teach ASL to families.

- **Sign Media: ASL Fun**

<http://store.signmedia.com/aslfun.html>

This website includes a variety of resources to promote experience with ASL in stories for children, entertainment by famous Deaf performers, ASL poetry, and classic stories performed in ASL by master storytellers.

- **Start ASL** <http://www.start-american-sign-language.com/>

A privately developed website that provides information about ASL and well developed free on-line courses to facilitate learning of ASL <http://www.start-american-sign-language.com/learn-sign-language-asl.html>

- **Teaching Signs for Baby Minds**

http://buttepublications.com/index.php?option=com_content&view=article&id=48:teaching-signs-for-baby-minds&catid=20&Itemid=18

DVDs with flashcards demonstrating how to use American Sign Language (ASL) to facilitate early language acquisition for babies.

- **Visual Communication and Sign Language Checklist (VCSL) for Deaf and Hard of Hearing Children**

<http://v12.gallaudet.edu/resources/vcsl/>

A standardized checklist to assist in tracking young children's sign language development from birth to age 5.

IV. Listening and Spoken Language

A. Information about Facilitating Listening and Spoken Language:

- **BrainVolt- Auditory Neuroscience Lab; Northwestern University**
<http://www.soc.northwestern.edu/brainvolts/>

The website of the Auditory Neuroscience Laboratory at Northwestern University providing information about the neurobiology of auditory learning. It links to evidence underlying speech and music perception and learning-associated brain plasticity.

- **Hearing First** <http://www.hearingfirst.org/>

Website from a subsidiary organization of the Oberkötter foundation, developed as a multimedia connection point for families and professionals to improve outcomes for children who are deaf or hard of hearing through listening and spoken language.

- **Listening and Spoken Language Center**
<http://listeningandspokenlanguage.org/>

The website of the Alexander Graham Bell Association which provides extensive information for families and professionals on a variety of topics related to spoken language development and oral education for children who are deaf or hard of hearing.

- **Oberkötter Foundation**
<http://oberkotterfoundation.org/>

Website of a foundation focusing on listening and spoken language.

B. Resources for Facilitating Listening and Spoken Language

- **Equal Voice for Deaf Children**
<http://evdcweb.org/lessonsmain/>

Website designed for parents to teach auditory verbal strategies. Individual lessons with associated video clips are provided.

- **Hearing Aid Listening Check**
http://www.infanthearing.org/videos/featured/hearing_aid_listening_check.php

Comprehensive video demonstrating how to provide both a physical and a functional check of a hearing aid. The video is available with captioning and available in English and Spanish.

- **Infant-Toddler Meaningful Auditory Integration Scale** http://c324175.r75.cf1.rackcdn.com/IT-MAS_20brochure_20_2.pdf

This assessment checklist is widely used to chart the auditory development of young children who are deaf or hard of hearing. It is based on information provided by the child's parent(s) in response to 10 probes related to: 1) vocalization behavior, 2) alerting to sounds, and 3) deriving meaning from sound.

- **Med EI Listening Habilitation Resources** <http://www.medel.com/us/rehabilitation/>

Links to numerous listening habilitation/rehabilitation materials. Many resources to download as well as numerous on-line interactive listening resources for children of all ages. Also included are numerous diagnostic tools developed by the MED-EL Corporation to assess early auditory-verbal development of children who are deaf or hard of hearing.

- **Sound Foundation for Babies** <http://hope.cochlearamericas.com/node/2256>
and **Sound Foundation for Toddlers** <http://hope.cochlearamericas.com/node/4410>

These webpages from Cochlear Americas include habilitation tools supporting parents during the early years following cochlear implantation. The tools consist of goals (in a week-by-week format) in the areas of audition, receptive language, and expressive language and speech, as well as a song and story book. The activities are designed to fit easily into everyday life as well as provide the knowledge and understanding of the theory behind the goals identified each week.

- **The Listening Room** <http://thelisteningroom.com/>

Website sponsored by Advanced Bionics and Phonak providing interactive practice activities to facilitate listening skill acquisition. A special section is dedicated to listening activities for infants and toddlers.

V. Professional Preparation:

- **AG Bell Academy: Listening and Spoken Language Specialist (LSLS) Certification**

<http://www.listeningandspokenlanguage.org/AGBellAcademy/>

This certification is for professionals with a focus on education, guidance, advocacy, family support, and the rigorous application of techniques, strategies, and procedures that promote optimal acquisition of spoken language through listening by newborns, infants, toddlers, and children who are deaf or hard of hearing.

- **FIRST YEARS Certificate in Auditory Learning for Young Children with Hearing Loss**

<http://www.firstyears.org/>

This certificate program focuses on expanding the knowledge and skills of professionals practicing in the fields of deaf education, speech-language pathology, audiology, and early intervention, in the areas of auditory-oral and auditory-verbal approaches to therapy and intervention.

- **Gallaudet University: ASL and English Bilingual Early Childhood Education Certificate Program**

<http://www.gallaudet.edu/academic-catalog/graduate-education/depts-and-programs/education/certificate-asl-and-english-bilingual-early-childhood-deaf-education.html>

This hybrid (on-line and on-campus) certificate program is for in-service and pre-service professionals in education, emphasizing advocacy, language planning, pedagogy, assessment, program planning, and theory and practices in ASL/English bilingual early education.

- **Gallaudet University: Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership Interdisciplinary Graduate Certificate Program**

<http://www.gallaudet.edu/rqs/graduate-school/certificate-programs/itf.html>

This hybrid program (on-line and on-campus instruction) provides professionals from a wide range of disciplines with current evidence-based knowledge and skills for working with families and their very young children who are deaf or hard of hearing.

- **Professional Preparation in Cochlear Implants (PPCI) Training Program**

<http://www.clarkeschools.org/ppci>

Training program for professionals who provide early intervention services for children (age birth to five) using all hearing technologies, to gain the skills needed to

provide spoken language habilitation supports and services to children with cochlear implants.

VI. Organizations

- **Alexander Graham Bell Association** <http://listeningandspokenlanguage.org/>

Website of the AG Bell Association developed into the Listening and Spoken Language Knowledge Center to provide a variety of supports to families and professionals supporting listening and spoken language for children who are deaf or hard of hearing.

- **American Academy of Audiology** <http://www.audiology.org/Pages/default.aspx>

Professional organization of audiologists dedicated to providing hearing care services through professional development, education, research and increased public awareness related to hearing.

- **American Speech-Language-Hearing Association (ASHA)** www.asha.org

Website for ASHA, a professional and scientific organization for speech-language pathologists and audiologists providing informational materials related to speech, language, or hearing.

- **American Society for Deaf Children**

<http://www.deafchildren.org/>

Website of a nonprofit parent-helping-parent organization providing support, encouragement, and current information about being deaf or hard of hearing to families with children who are deaf or hard of hearing.

- **Council for Exceptional Children** <https://www.cec.sped.org/>

Website for an education and advocacy organization with the mission to improve the quality of life for children and youth with exceptionalities and to enhance engagement of their families.

- **Hands & Voices** <http://www.handsandvoices.org/>

Website of a parent-driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing. Links are provided to [Spanish resources](#), and their [Guide By Your Side \(GBYS\)](#), a program designed to provide emotional support and specialized knowledge from trained parents of children who are deaf or hard of hearing.

- **National Association of the Deaf (NAD)** <http://www.nad.org/>

An advocacy organization dedicated to safeguarding the civil rights of deaf and hard of hearing individuals. It focuses on and provides information and resources related to a variety of areas including accessibility, education, employment, healthcare, mental health, rehabilitation, technology, telecommunications, and transportation.

- **National Center for Hearing Assessment and Management (NCHAM)**
<http://www.infanthearing.org/>

Website of the national resource center dedicated to the implementation and improvement of comprehensive and effective early hearing detection and intervention (EHDI) systems.

- **National Cued Speech Association** <http://www.cuedspeech.org/>

Website for an association supporting effective communication, language development, and literacy between individuals, families, infants and children through the use of Cued Speech.

- **National Institute on Deafness and Other Communication Disorders (NIDCD)**
<http://www.nidcd.nih.gov/health/hearing/Pages/Default.aspx>

A national resource center under NIH dedicated to developing resources about hearing, balance, smell, taste, voice, speech, and language. The clearinghouse serves health professionals, patients, industry, and the public.

- **National ASL and English Bilingual Consortium for Early Childhood Education**
<http://www.bilingualece.org/>

Professional organization promoting the development, management, and coordination of ASL/English bilingual early childhood education for children who are deaf and hard of hearing and their families.

- **National Center on Deaf-Blindness** <https://nationaldb.org/>

Comprehensive website providing practical information for both professionals and families to increase awareness, knowledge, and skills related to intervention for children who are deaf-blind. The website includes links to an extensive library of publications, as well as other initiatives from this Center.

- National Deaf Black Advocates (NDBA). www.nbda.org

An advocacy organization for Black Deaf and Hard of Hearing Americans and includes not only Black Deaf and Hard of Hearing individuals, but also parents and professionals who work with Black Deaf and Hard of Hearing youth and adults, sign language interpreters, and others.

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