

**DRAFT**  
**Standards for an Early Intervention Program**  
**for Infants, Toddlers, and Young Children with Hearing Loss and Their Families**

- " Is part of a state policy/plan that ensures early intervention services are available to all infants and young children with hearing loss and their families
- " Has clearly stated philosophy including family-centered partnership and an unbiased approach to providing complete information to families
- " Has effective public awareness, child find, and referral system
- " Maintains good relationship with the state education and health systems, audiologists, technology providers, the community of deaf and hard of hearing individuals, and the medical community
- " Provides timely, comprehensive, multidisciplinary evaluation of the functioning of each infant or young child and a family-directed identification of the needs of each family, to appropriately assist in the development of the infant or young child
- " Provides a transition plan that will result in provision of needed supports and services to a child and the child's family after leaving early intervention
- " Employs qualified, appropriately trained personnel
- " Provides effective supervision of early intervention personnel
- " Maintains a system of inservicing and collegial interaction whereby personnel receive good initial training and are continually updated, informed, and energized
- " Delivers services that follow a carefully conceived plan, use a good curriculum and materials, and are individualized to each family and child
- " Provides services in natural environments, including the home, child care, and community settings including those involving individuals of all ages who are deaf or hard of hearing as well as those without special needs
- " Provides services with access to all areas of assistance that are appropriate, including:
  - \* Family training, counseling, and home visits;
  - \* Special instruction including:
    - Hearing aids, management of aids, how to obtain batteries and other supplies and how to get aids repaired;
    - Early communication skills;

- Introduction to communication/language options;
- Introduction to deafness and Deaf culture;
- Hearing loss, medical and neurological conditions, other special conditions;
- Early literacy;
- Language learning and use;
- Special considerations for infants birth to 12 months who are deaf or hard of hearing;
- Information about cochlear implants, assistive devices, and other technology;
- Information on child development and early play;
- \* Speech-language pathology and audiology;
- \* Occupational therapy;
- \* Physical therapy;
- \* Psychological services;
- \* Service coordination;
- \* Medical services for diagnostic or evaluation purposes;
- \* Early identification, screening, and assessment services;
- \* Health services necessary to enable the infant or young child to benefit from the other early intervention services;
- \* Social work services;
- \* Vision services;
- \* Assistive technology devices;
- \* Transportation and related costs that are necessary and appropriate in early intervention provision.

Suggestions for this list are welcome. My e-mail address is [djohnson@cc.usu.edu](mailto:djohnson@cc.usu.edu). My phone number is (435) 797-5595; fax is (435) 797-5580.