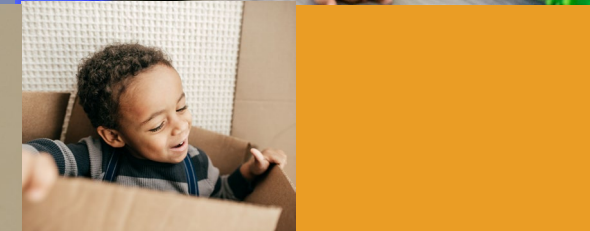


Interagency Coordinating Council (ICC) on Early Intervention Meeting

April 18, 2024



Housekeeping



Interpretación en español: haga clic en el globo blanco en la parte inferior de la pantalla con la etiqueta "Interpretation." Luego haga clic en "Spanish" y seleccione "Mute original audio."



ASL interpreters have been "Spotlighted" and live closed captioning is active.



This meeting is being recorded.

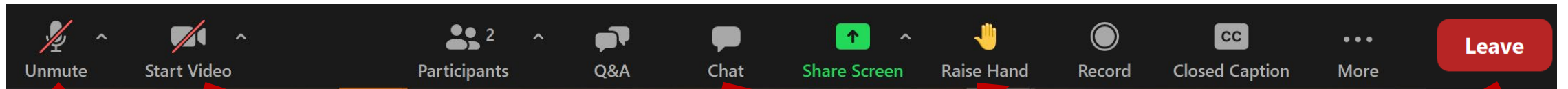


Materials are available at: <https://www.dds.ca.gov/services/early-start/state-icc-on-early-intervention-overview/>.



Submit written comments via email to: earlystart@dds.ca.gov.

Zoom Tips



Unmute mic only when it's your turn to speak



Turn your webcam on/off

All attendees can type questions/comments in the Q&A

Chat is available for Workgroup members only

Workgroup members can raise your hand when you want to speak

Leave the webinar at the end of the meeting



- For attendees, your video and microphone will not be available
- You will only see/hear workgroup members, DDS staff and presenters on screen
- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants

Housekeeping – Interpretation Services

ASL INTERPRETERS

ASL interpreters will be spotlighted during the meeting.

WHEN SPEAKING

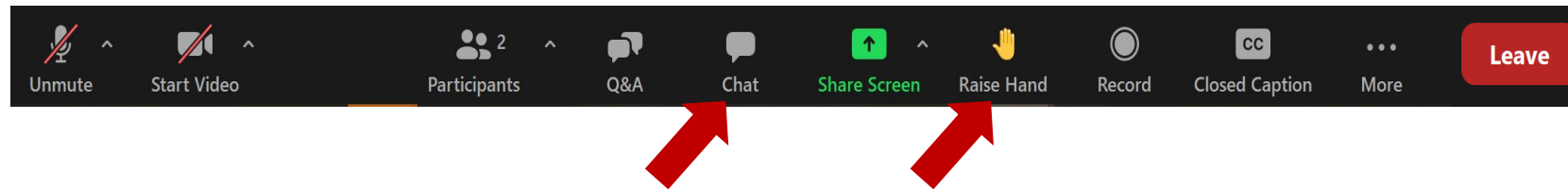
Please introduce yourself by stating your full name and who you represent.

PLEASE SPEAK SLOWLY

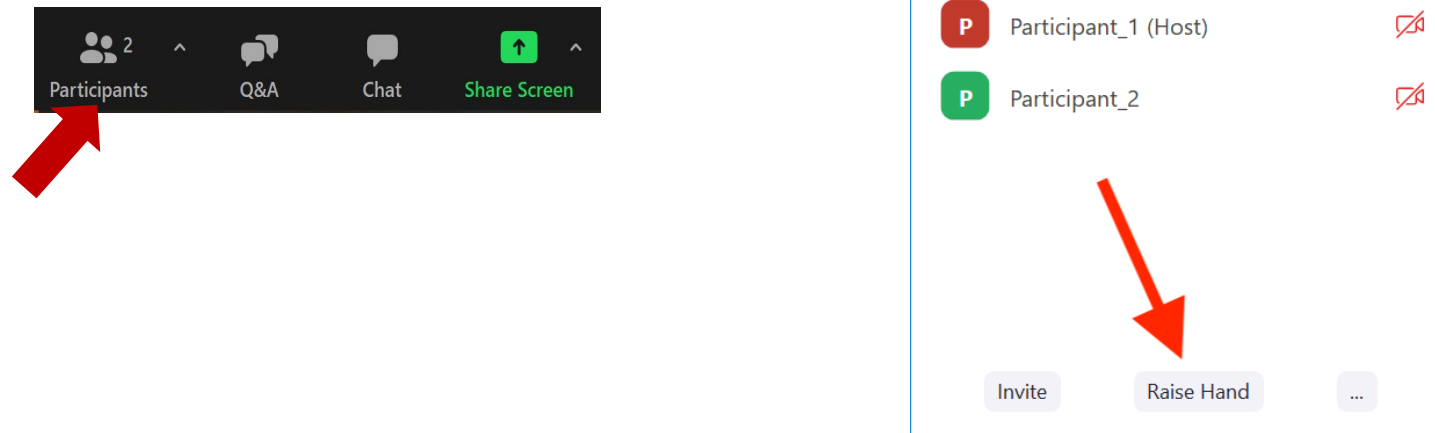
To support our interpreters with accurately interpreting the information discussed during the meeting, please speak slowly.

Providing Comments – Appointed Members

Appointed Members: Please use the “Chat” or “Raise Hand” to comment



You may need to click on “Participants” and a new window will open where you can “Raise Hand”



ICC Mission and Purpose

To promote and enhance a coordinated family service system for infants and toddlers, ages birth to three years, who have, or are at risk for having a developmental delay or disability, and their families, by utilizing and encouraging a family-centered approach, family-professional partnerships, and interagency collaboration



Agenda

- I. Welcome and Roll Call
- II. Approval of Minutes
- III. Review ICC Mission and Purpose
- IV. Part C Literacy Article and Introduction of Meeting Theme
- V. Family Testimonial
- VI. DDS Updates and Information
- VII. **Break**
- VIII. Presentation: Language Acquisition for Deaf & Hard of Hearing Children
- IX. Voices from the Field
- X. **Lunch**
- XI. Presentation: The Hanen Program
- XII. Public Input
- XIII. Committee Meetings

Part C Literacy Article

“PREVERBAL SKILLS: The Skills Your Baby Develops BEFORE Talking”

Authors

Sholeh Shahinfar, MA, CCC-SLP, RYT

Family Testimonial

Samantha Hebermehl

Patrick's Story



Bluey



Reference Material

- "Welcome to Holland" by Emily Perl Kingsley: <https://www.emilyperlkingsley.com/welcome-to-holland>
- Bilingual children cannot 'turn off' their language knowledge, says researcher by Radbound University: <https://phys.org/news/2024-03-bilingual-child-language-knowledge.html>
- The Parable of the Blind men and an Elephant: https://en.m.wikipedia.org/wiki/Blind_men_and_an_elephant

Reference Material

- Patrick's Story: <https://youtu.be/AHfC6jqBhkk?si=1iqwkCiv1rdW77Rq>
- Bluey: <https://youtu.be/yktdXaUO9mc>

Thank You!

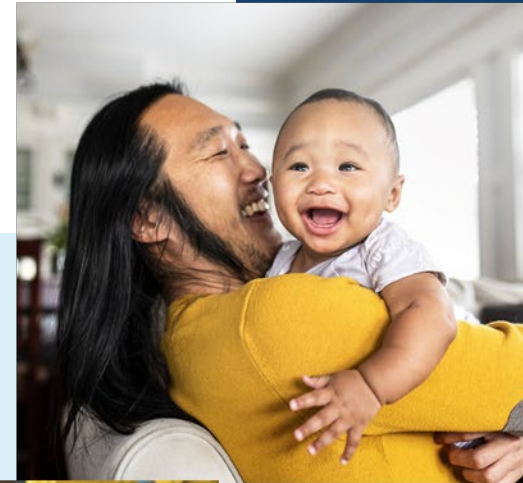
Samantha Hebermehl

DDS Updates and Information

Early Start Program Updates

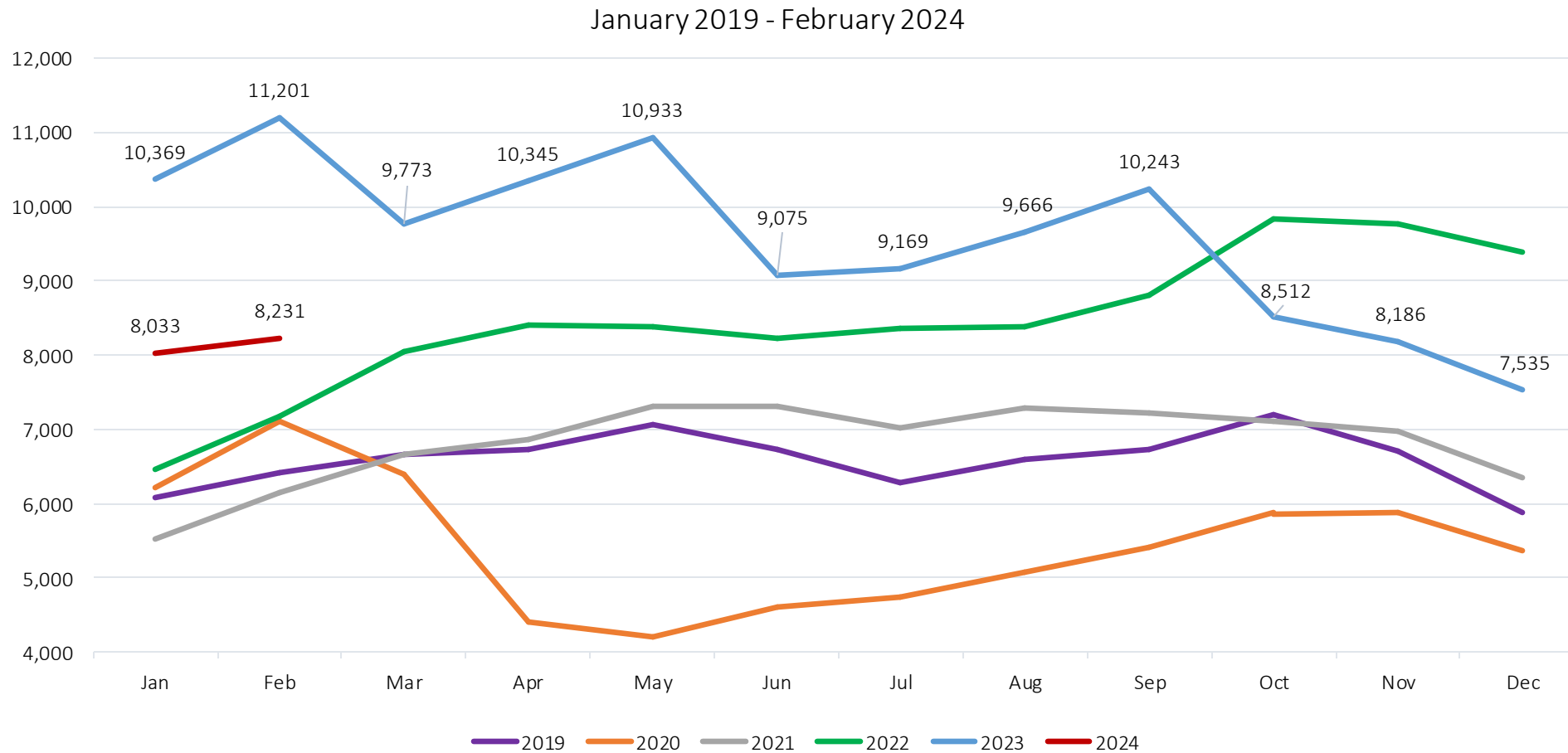
Maricris Acon, Deputy Director
Children, Adolescents and Young Adult Services Division

April 18, 2024



Early Start Referrals

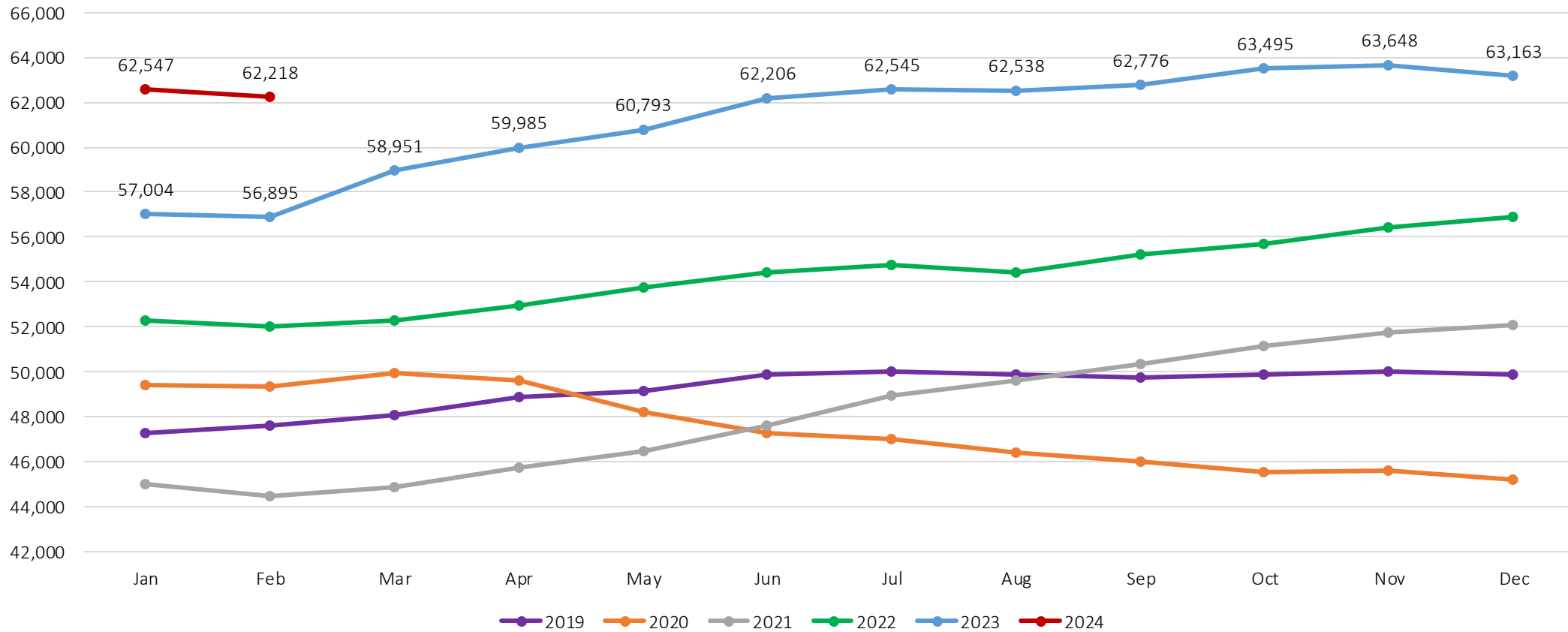
The number of children referred to Early Start has decreased 26.5% since February 2023



Early Start Caseload

As of February 2024, the number of children served per month has increased 9% since a year ago.

January 2019 - February 2024



ARPA Updates

- Extension until November 2024
- ARPA Evaluation Report
- Provider Training Directive

Part C Grant Application

- Submitted March 21, 2024, for Public Comment
- Accepting Public Comment until May 20, 2024
- Comments on the application will be summarized by DDS and forwarded to OSEP.

Early Start Partners Symposium (ESPS)

- ESPS will be held on July 17th and 18th in Berkeley, California.
- Practicum Day for Service Coordinators only on July 16th.

Questions

For more information, please contact the
BABYLINE: 1-800-515-BABY (2229)
earlystart@dds.ca.gov

For Children and Youth, please contact
childrenandyouthtransitions@dds.ca.gov



BREAK

Presentation

What is California Doing to Improve Early Language Opportunities for Deaf Infants and Young Children?

Dr. Nany Hilbok Amann & Dr. Juli Rems-Smario

CDE State Special Schools & Services, Deaf Education Unit

What is California Doing to Improve Early Language Opportunities for Deaf Infants and Young Children?

Dr. Nancy Hlibok Amann & Dr. Julie Rems-Smario

CDE State Special Schools & Services, Deaf Education Unit



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

1986

IDEA (Section 1431)

Early Intervention Program for Infants and Toddlers with
Disabilities

ALSO KNOWN AS PART C

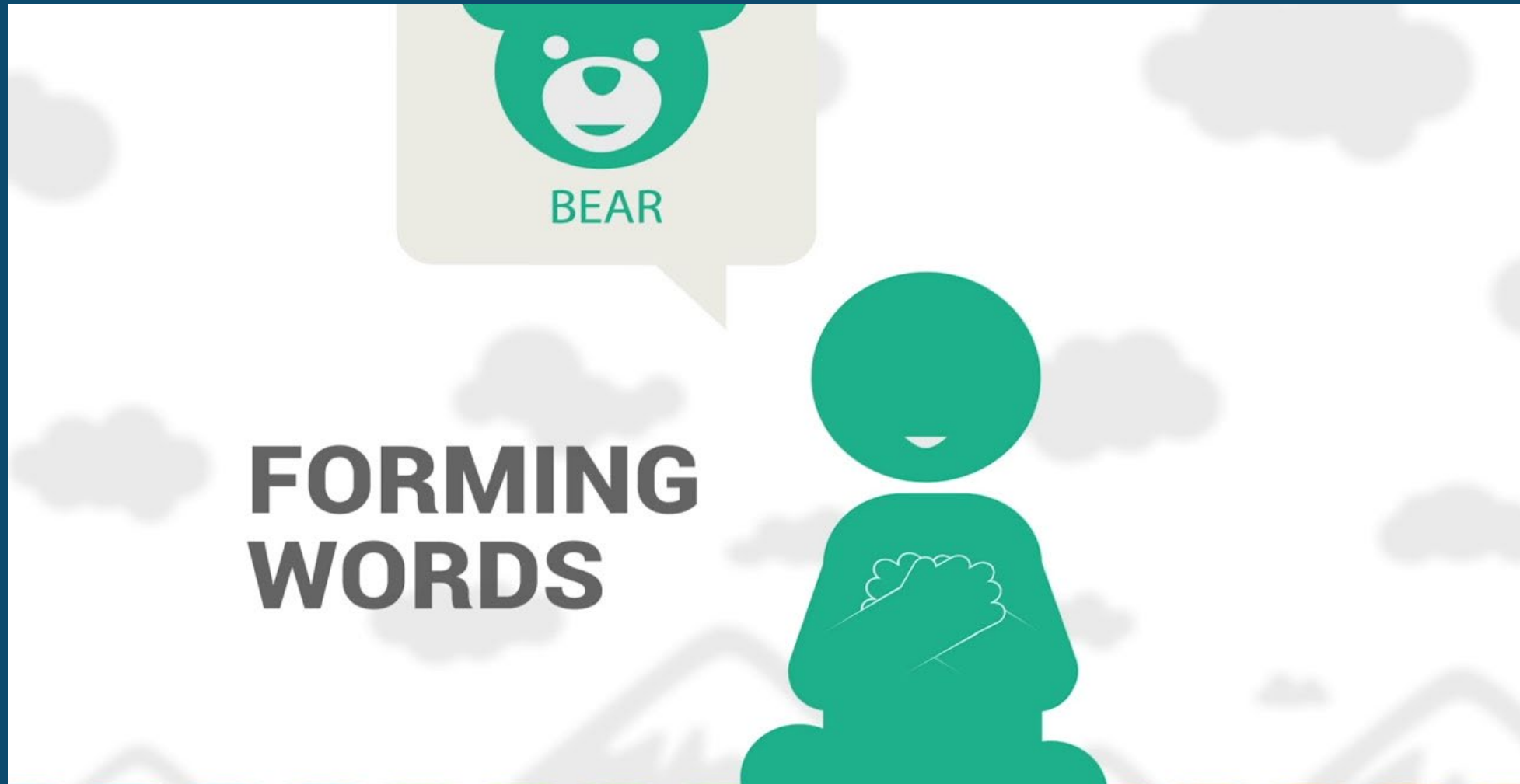
WHAT ARE THE DIFFERENCES?

Language
Acquisition

Language
Learning



Forming Words



**FORMING
WORDS**

1998

AB 2789

California Universal Newborn Hearing Screening Legislation

LEGISLATIVE WORK BY DEAF COMMUNITY LEADERS

2010

AB 2072

CA Academy of Audiology & Coalition of Option Schools

**“NOTHING ABOUT US WITHOUT US”
DEAF COMMUNITY ORGANIZED AGAINST THIS BILL**

2015

SB 210
CA LEAD-K Law

**SB 210
IS THE FIRST LAW TO
RECOGNIZE ASL AS A
LANGUAGE OF INSTRUCTION
FOR
DEAF CHILDREN**

**DEAF COMMUNITY'S CIVIL RIGHTS MOVEMENT TO ENFORCE
EARLY LANGUAGE ACQUISITION MILESTONES**

BE PROACTIVE

Track the Milestones, *ASL & English*, for Language Acquisition and Development. Prepare Your Deaf Child to be Kindergarten-ready from Birth to 5 Years.



YOU ARE YOUR CHILD'S BEST ADVOCATE!

If your Deaf/HH child is not on track with the language acquisition milestones **using both or one of the language of ASL and English**, discuss this immediately with your child's educational IFSP or IEP team. Deaf/HH children are fully capable of being at age level for at least one language, **ASL and English**. Make changes to your child's program that might help your child gain age appropriate language skills. Remember, the goal is that your child acquires age-appropriate language skills and is ready for Kindergarten at age five. These Language Milestones may be found on the California Department of Education website at:

<http://www.cde.ca.gov/sp/ss/dh/>



Parent Profile: ASL & English Language Milestones 0-5 Years of Age



Know the Milestones. Be Proactive.

Your Deaf Child's Early Language Acquisition Journey

Check off the milestones your child has reached and share your child's progress at every IFSP & IEP meeting

This Parent Profile is designed to help you track your child's language growth. You and your Early Start or preschool teacher should discuss whether your child is meeting each of these milestones and is making age-appropriate language growth. Check off each milestone as your child meets it. Be an active observer of your child in the exciting journey towards being language ready for kindergarten at age 5.

Start here:

Birth -1 year old

- Your baby smiles when they see you
- Your baby looks around and is attentive to people's faces.
- Your baby shows awareness of the environment.
- By 12 months, your baby has 1-3 signs and/or words.



1-2 years old

- Your baby recognizes their own name when it is spoken or signed.
- Your baby uses signed or spoken names to refer to self and others.
- Your baby takes 1-2 turns in a conversation.
- Your baby uses exclamatory expressions.



2-3 Years old

- By 2½ years of age, your child answers questions with yes or no
- Your child uses intelligible words or signs about 80% of the time.
- Your child vocalizes or signs for all needs.



3-4 Years old

- Your child answers questions logically.
- Your child starts to understand different perspectives.
- Your child communicates fluently, clearly, and is easily understood by family and familiar adults.



4-5 Years old

- Your child begins to ask the meanings of words and signs.
- Your child uses 2,500+ words and/or signs
- Your child puts sequencing concepts together.



Your Deaf Child's Early Language Acquisition Journey (continued)



SB 210 Hitos del desarrollo del lenguaje

Estos Hitos del desarrollo del lenguaje fueron desarrollados por el comité del Proyecto del Senado 210 para niños sordos o con problemas de audición, desde recién nacidos hasta los cinco años de edad.

El primer año

Durante su primer año, los bebés observan, aprenden y absorben el lenguaje que los rodea. A pesar de que los bebés no siempre hablan o indican con señas demasiado durante este primer año, ellos absorben todas las palabras que usted les dice o le indica con señas, ¡así que asegúrese de hablarle y hacer indicaciones con señas a su bebé todo el tiempo!

0 - 3 meses

- Su bebe mira a su alrededor y está atento a las caras de las personas.
- Su bebé sonrío cuando lo ve a usted.
- Su bebé muestra conciencia del entorno.
- Su bebé reconoce y responde a la voz de una persona o al movimiento o la luz.

<https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones-spa.asp>



ALL INFANTS
ARE BORN
READY FOR
NATURAL
LANGUAGE
ACQUISITION

Fall
2019
SB 210
DRDP
DATA

Desired Results
Developmental
Profile (DRDP)

39%

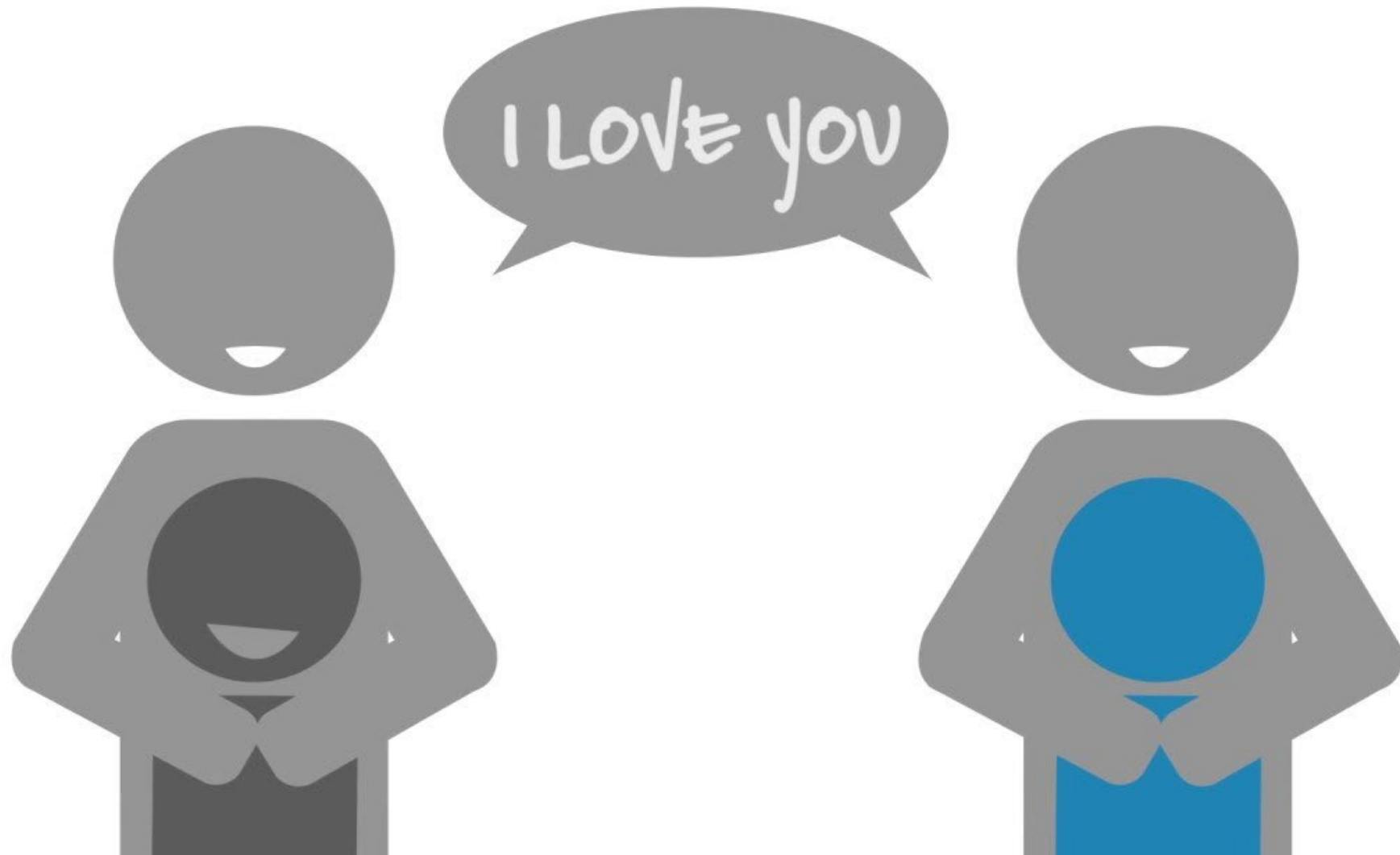
96.7%

Deaf Infants at
age expectation

57.5%

Deaf Preschoolers
at age expectation

What is Language Deprivation?



PART C to PART B TRANSITION

Providing children who are DHH special education services during their preschool years is critical, as language becomes exponentially more complex. When language access and services are denied during the preschool years, the majority of these children arrive at kindergarten with language deficits, despite promising progress during early intervention (birth to three).



2020

MCHB-HRSA Grant
CA LEAD-K Family Services

www.LeadkFamilyServices.org

Language Equality & Acquisition For Deaf Kids LEAD-K

CA NHSP:

LEAD-KTM

LANGUAGE EQUALITY & ACQUISITION FOR DEAF KIDS
A PROGRAM OF NORCAL SERVICES FOR DEAF & HARD OF HEARING

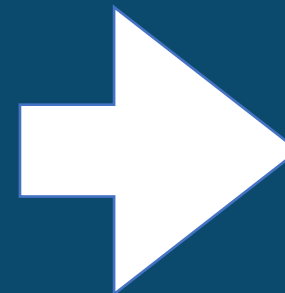
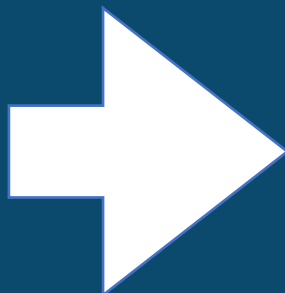
Family Services

California Early Hearing Detection & Intervention

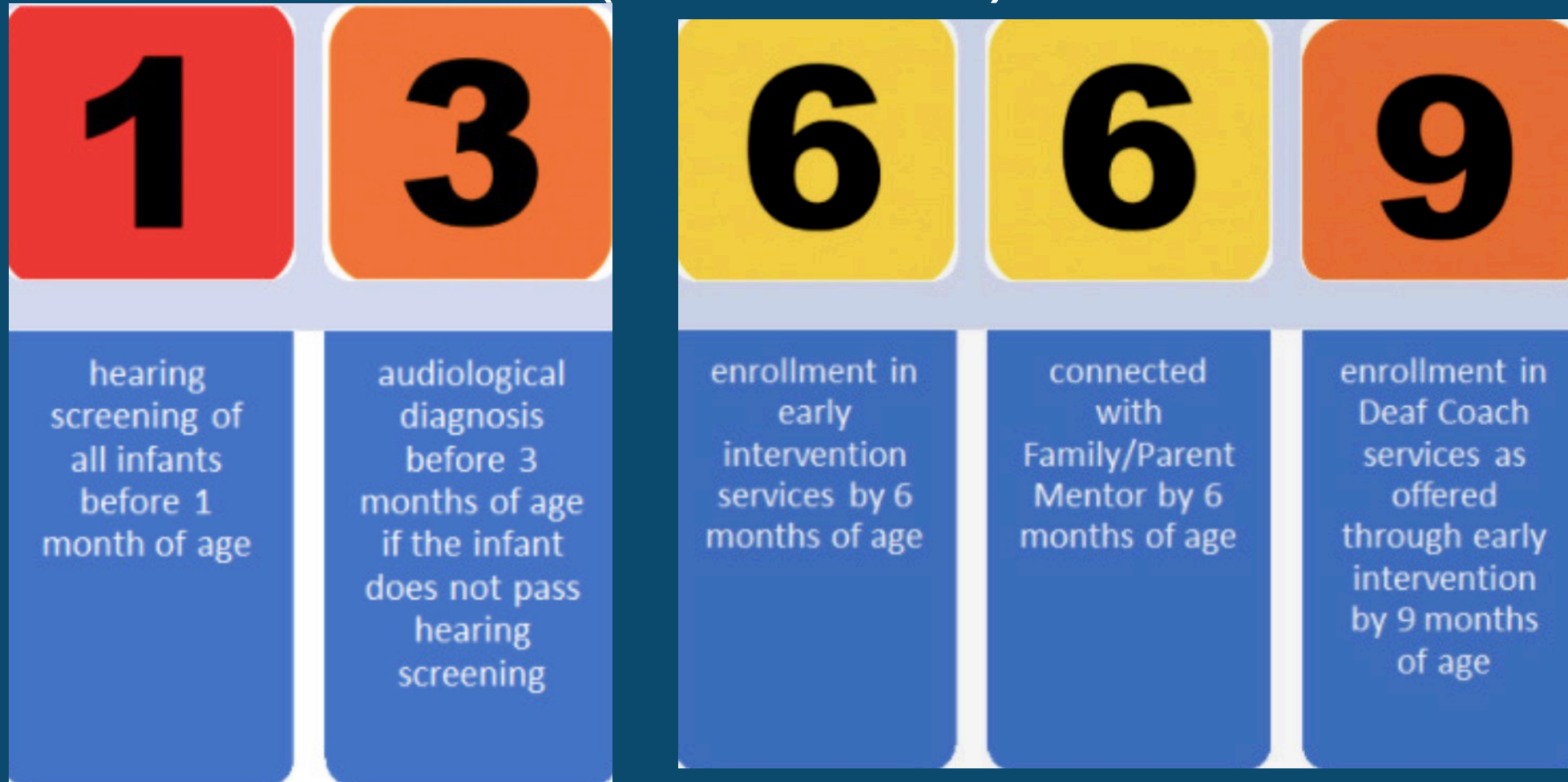
Audiologists
(DHCS)



Early Start
(DDS & CDE)



California Early Hearing Detection & Intervention (continued)



CALIFORNIA EHDI CO-COORDINATORS

CDE & NorCal Services for the Deaf



Sheri Ann Farinha, CEO

NorCal CEO & Principal Investigator
SFarinha@NorCalCenter.org



Julie Rems-Smario, Ed.D.

CDE Education Programs Consultant
JRemsSmario@cde.ca.gov

Why is Deaf Leadership in EHDI/NHSP/Early Start Critical?

As former Deaf children, Deaf professionals have the expertise of their lived experience.

JCIH –Goal 11:

All children who are Deaf & their families have access to support, mentorship, & guidance from Deaf individuals

Families identify Deaf individuals as one of the most important sources of support.

Deaf Mentors

The benefits of working with a Deaf Coach:

- Their expressive and receptive language gain exceeded the total number of months they were receiving Family Deaf Coaching.
- Children developed English skills at a faster rate than children who did not receive Family Deaf Coaching.
- Parents and guardians who had a Family Deaf Coach knew and used more than 6 times as many signs.
- New studies show that families wish they met Deaf coaches earlier when their infant is three months old to receive language resources (Kunze et al, 2023; Gale et al, 2024).

Deaf

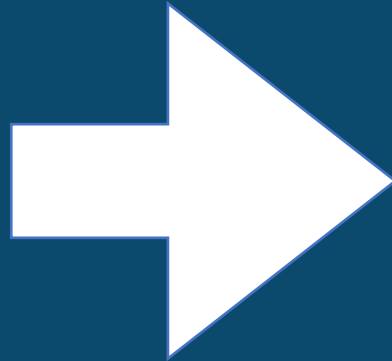
Community

Cultural

Wealth

Capital

DCCW



Familial

Linguistic

Educational

Aspirational

Resistance

Navigational

Social

Trauma Knowledge

DCCW is still missing from most program serving families with Deaf infants and young children

OPPORTUNITIES

- DDS Deaf Specialists
- CDE State Special Schools and Services & Deaf Education Unit
- LEAD-K Family Services
- California Coalition of Agencies Serving Deaf & Hard of Hearing
- California Schools for the Deaf CORE and Thrive Outreach Services

Thank you!

Dr. Nancy Hlibok Amann nhlibokamann@cde.ca.gov

Dr. Julie Rems-Smario jremssmario@cde.ca.gov



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction



Voices from the Field Updates

Robin Millar

Infant Development Association of CA

Marty Omoto

CA Disability Community Action Network

Ana Seda

Family Resource Center Network of California

LUNCH
Return by 1:00pm

Presentation

Hanen Programs: Best Practice in Involving Parents and Caregivers in the Child's Early Language Intervention

Elaine Weitzman, M. Ed, S-LP, Reg. CASLPO
Executive Director, The Hanen Centre
Adjunct Professor, Department of Speech Language
Pathology, University of Toronto



Hanen Programs: Best Practice in Involving Parents and Caregivers in the Child's Early Language Intervention

Elaine Weitzman, M. Ed, S-LP, Reg. CASLPO
Executive Director, The Hanen Centre
Adjunct Professor, Department of Speech Language Pathology,
University of Toronto

The Hanen Centre



Our Mission

To enable parents, caregivers and professionals to transform their daily interactions with young children to build children's best possible lifelong social, language, and literacy skills.

© 2024 Hanen Early Language Program.

Ideal parent-focused intervention



© 2024 Hanen Early Language Program.

The Hanen approach is based on two primary research-based concepts...

Infants and young children learn to communicate within enjoyable, extended interactions with the important people in their lives – primarily parents



The Hanen approach is based on two primary research-based concepts...

How parents and caregivers interact and communicate with the child has a significant impact on the child's communication development

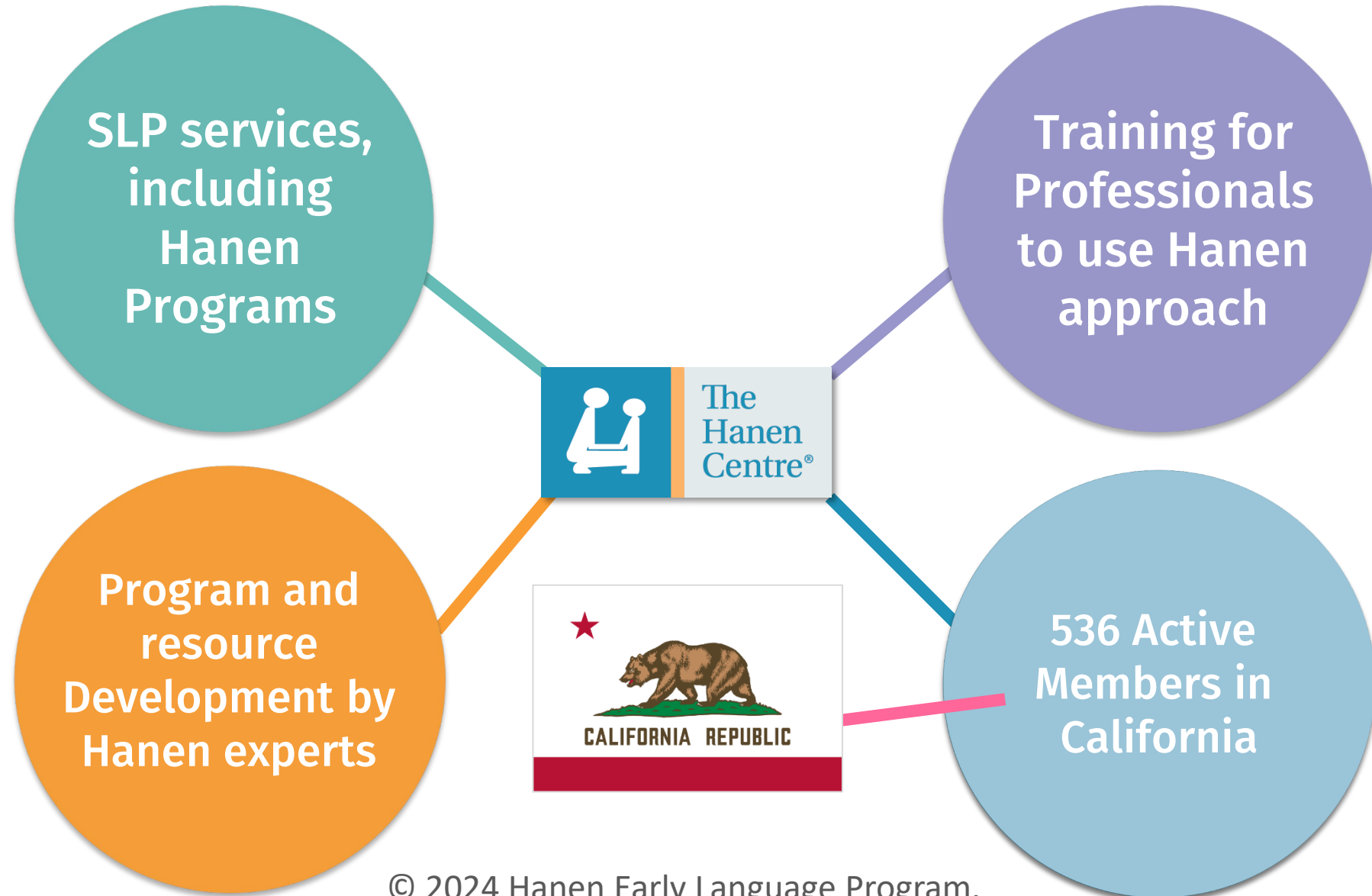


Hanen's approach to early language intervention

- Working with and through parents is the best way to help children achieve their potential in early communication and language development
- Parents can learn to be their child's best language facilitators – if we partner with them, learn from them and help them gain the necessary skills



About The Hanen Centre



Hanen Programs for Parents: For a group of up to 8 families



It Takes Two to Talk®

The Hanen Program®
for Parents of Children
with Language Delays



More Than Words™

The Hanen Program® for
Parents of Autistic Children
or Children who may
Benefit from Social
Communication Support



TalkAbility™

The Hanen Program®
for Parents of Autistic
Children who are
Having Conversations

Hanen Program Framework

Caregiver-implemented intervention:

- Caregiver is the interventionist
- SLP is the caregiver's coach

Naturalistic approach:

- Intervention is ongoing throughout the child's everyday, real-life activities

Child-centered approach:

- Caregiver views the world through the child's eyes

Strengths-based:

- Build on what the child **can** do

© 2024 Hanen Early Language Program.



Hanen Programs and Part C guidelines

Hanen Programs meet the criteria for Part C services:

- Intervention is based on validated practices, best available research
- **Primary role of the service provider is to build parents' capacity to support their child's social and communication development in natural environment**
- Focus on functional communication outcomes
- Based on the principle that young children learn best through everyday experiences and interactions with familiar people

But... SLPs may not be involving and collaborating with parents...

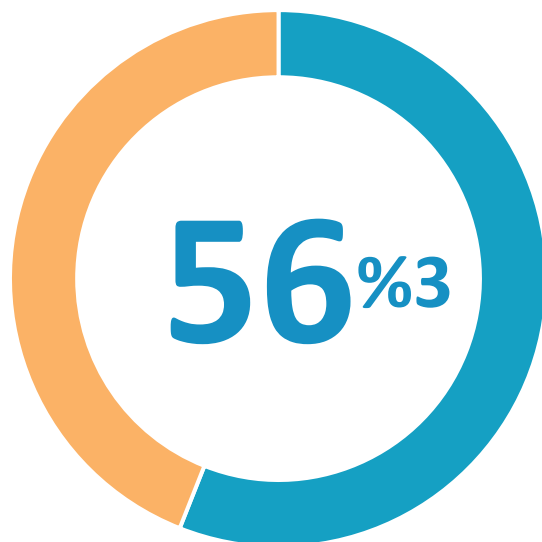
“... existing data indicate that most community providers have caregivers playing a passive rather than an active, collaborative and participatory role in their child’s intervention.

This lack of active capacity building for primary caregivers allows for little carryover of intervention strategies into daily routines and does not accomplish the Part C goal of building early intervention competence in the child’s family.”

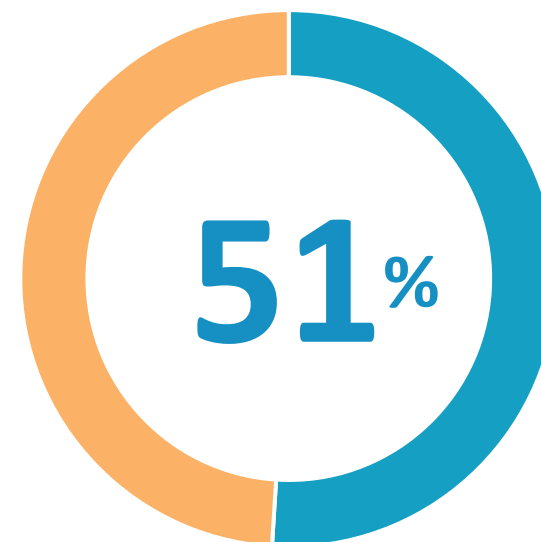
Aranbarri A., Stahmer A. C., Talbott M. R., Miller M. E., Drahota A., Pellecchia M., Barber A. B., Griffith E. M., Morgan E. H., Rogers S. J. (2021). Examining U.S. public early intervention for toddlers with autism: Characterizing services and readiness for evidence-based practice implementation. *Frontiers in Psychiatry*, 12, Article 786138.

How Many Providers Reported a Need for...

... improving engagement of caregivers during the session?



... learning caregiver coaching strategies or methods?



The Hanen Centre as a Training Organization

- We equip SLPs with an evidence-based approach to building parent/caregiver capacity to support the child's communication development
- Offer SLP certification workshops and ongoing clinical support to our members
- We also provide training in 1-1 parent coaching to early interventionists
- ASHA approved CEU provider



ASHA CE
APPROVED PROVIDER

Hanen Certification Workshops

Learn to lead Hanen Programs and offer 1-1 coaching



It Takes Two to Talk[®]

The Hanen Program[®] for Parents of
Children with Language Delays



More Than Words[®]

The Hanen Program[®] for
Parents of Autistic Children or
Children Who May Benefit from
Social Communication Support



Learning Language and Loving It[™]

The Hanen Program[®] for Early
Childhood
Educators/Teachers[™]

Shared from a recent MTW Workshop

“Honestly, I was wondering if I'd learn more of the same techniques I'd been using for years. I was assured by a colleague that I would not regret taking the class. She was right...

...the ideas for how to teach parents and empower families are just what I was missing. And the organization of the materials and progression of topics will help me deliver the strategies in bite-sized pieces.

Looking forward to transforming from "Magic SLP who does the things" to "Family support person".”

~ Melody R., SLP from Illinois

Partnership between The Hanen Centre and the Government of Ontario, Canada



- Collaborative partnership for over 25 years
- Hanen Programs - core element of government-funded Preschool Speech and Language Program
- Government subsidized Hanen workshops for SLPs and support staff
- Goal: every family who needs a Hanen program in Ontario has access to one; support staff are equipped to coach parents under SLP supervision



Stacey Weber, MSc.

Director, Integration and Program Effectiveness Branch
Children with Special Needs Division

Ontario Ministry of Children, Community and Social Services

© 2024 Hanen Early Language Program.

Why Hanen Programs?

- Evidence-based, family-centered
- “... intervention occurs between visits by the professional.”
(Robin McWilliams, 2010)
- Hanen Programs are immersive – over 13 weeks parents learn together and develop the capacity to support their child’s social and communication development
- Start as you mean to go! Hanen Programs are ideal as a first intervention

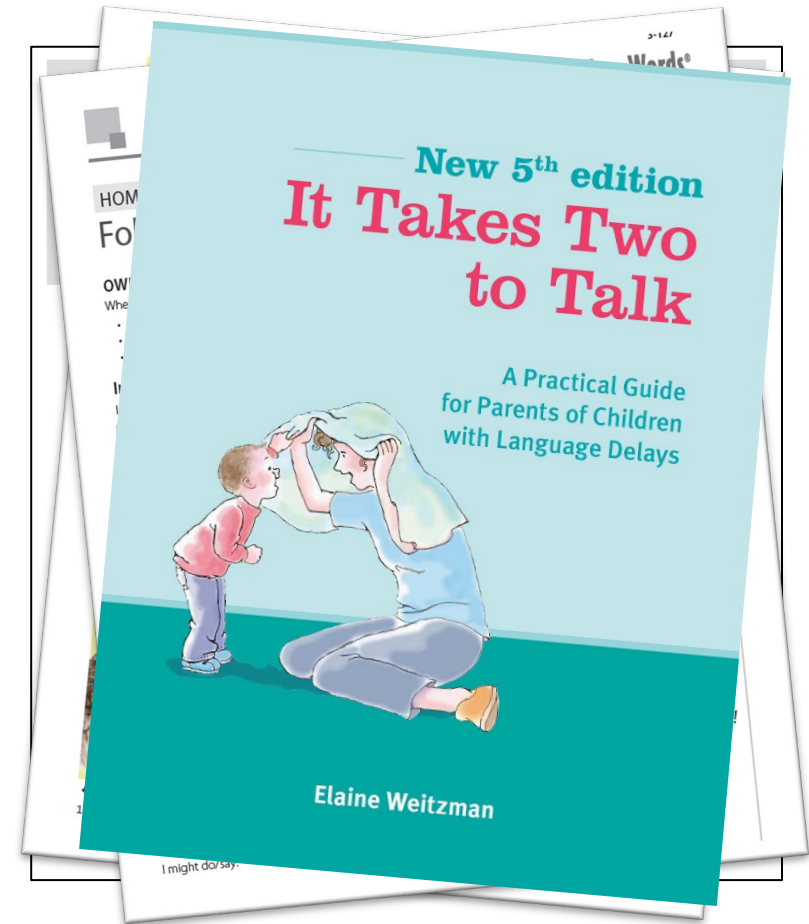
More Than Words® & It Takes Two to Talk® Programs

- ✓ Offered to **groups** of parents (8 families)
- ✓ Utilize caregiver coaching model based on best practice and adult learning principles
- ✓ Offered On-line or In-person
- ✓ Evidence-based
- ✓ User-friendly resources
- ✓ Manualized program offered by Hanen certified SLPs



Manualized programs to ensure program fidelity

- ✓ Detailed SLP leaders guide
- ✓ Slides for SLP to use in each group session with video examples
- ✓ Handouts for each session
- ✓ Parent Guidebook



More Than Words® & It Takes Two to Talk® Programs

More Than Words and *It Takes Two to Talk* run over 13 weeks and include 4 components:

- Orientation session for parents – decide if they want to attend
- Pre-program consultation – parents and child
- 8 group sessions for parents – interspersed with...
- 3 individual video feedback sessions (parents and child)

Stages of Communication in More Than Words[®] for parents of autistic children

Explorer



Requester



Early Communicator



Partner



Stages reflect development of social communication skills
and are based on *why* the child communicates

© 2024 Hanen Early Language Program.

4 Stages of Communication in It Takes Two to Talk[®]

Discoverer



Communicator



First Words User



Combiner

Pre-intentional
communication

Intentional
communication
using a
combination of
looks, gestures,
and **sounds**

Intentional
communication
using **single**
words/signs

Intentional
communication
using **2+**
word/sign
combinations



It Takes Two to Talk[®] Pre-Program Consultation

1. Discuss child's history, current status and parents' concerns
2. Observation of child and parent-child interaction (recording)
3. Begin goal setting
 - Parent has completed "Stages of Communication" checklist
 - SLP & parents discuss child goals

Lara and her Parents in the Pre-program Consultation

Lara is at the Communicator Stage: Communicates intentionally using sounds, looks, gestures

Understanding	Expression
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands familiar words in everyday situations 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sends messages on purpose using a combination of looks, sounds and/or gestures (without using words)*
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands familiar words in routine situations, like <i>bye bye</i> or <i>up</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pairs gestures with sounds and looks
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands names of familiar objects like <i>bottle</i>, <i>light</i> or <i>ball</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicates for a variety of reasons, such as:
<ul style="list-style-type: none"> <input type="checkbox"/> Responds to simple questions like, “Where’s your teddy bear?” by moving to the object, looking at or pointing to it 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To protest/refuse something - e.g., shakes head for “no”
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follows simple directions when these are paired with gestures 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To make a request - e.g., hands me container to open
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understands the word “no” 	<ul style="list-style-type: none"> <input type="checkbox"/> To get attention - e.g., makes sounds, gestures
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To show/give me something - e.g., hands me a toy
	<ul style="list-style-type: none"> <input type="checkbox"/> To greet/say goodbye - e.g. waves <i>bye byes</i>
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To respond to others - e.g., points to/hands me object I asked about
	<ul style="list-style-type: none"> <input type="checkbox"/> To point out something of interest - e.g., points to object/person and looks back at me
	<ul style="list-style-type: none"> <input type="checkbox"/> Strings sounds together that almost sound like speech (jargon)
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consistently makes sounds that mean something specific - e.g., “huh-huh” (panting for a dog)
	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally uses a single word



Lara's communication

- Hard to detect all Lara's efforts to communicate, but she *is* communicating with sounds, actions, gestures
- She did not start the interaction
- She did respond when her parents started an interaction
- She seemed to enjoy the interaction
- There is a lot to build on!



The goal is for the child to start the interaction frequently and for parents to recognize these messages so that they can respond

Why do we focus on children starting the interaction?

- Children process language input more easily when adult input is responsive to what they have communicated.
- When the child communicates, the parent's response should be:
 - Prompt (minimal delay)
 - Contingent (directly related to child's topic of interest)
 - Encouraging (shows interest in what child has communicated)
- Infants have been shown to learn more words when adult input fulfills these 3 criteria.

Lara's Interaction Goals



1. First Turns

My child will take the *first turn* in interactions with me

2. More Turns

My child will take *more turns* back and forth in interactions with me.

3. Have Fun

My child will *have fun* interacting with me.

When 1, 2 and 3 have been achieved:

Expressive goal:

Help child take a specific turn

Let Your Child Lead



Children who *lead* get the language they *need*!

Deje que su hijo tome la iniciativa



Los niños que *toman la iniciativa* adquieren el lenguaje que *necesitan*.

Let Your Child Lead

Observe

Wait

Listen



Deje que su hijo tome la iniciativa



pág. 17

Observe

Espere

Escuche



Wait



Wait

How does **waiting** help your child?

- Gives *you* a chance to see what your child is interested in
- Gives your child a chance to take the **first turn**
- Encourages your child to stay longer in the interaction and take **more turns**



Observe, Wait and Listen™ (OWL™)

When you **OWL**:

- Get face to face
- **Wait**
 - Stop talking
 - Lean forward and look at your child expectantly
 - Count 5-10 seconds in your head
- While you **wait**, you **observe** and **listen**



As soon as your child takes a turn, respond immediately and match their interests. Then wait again!

Coaching parents to use Hanen strategies

We want to **empower** the parent to use a strategy:

- **Independently**
- **Consistently**
- **Flexibly**
- **Across contexts**



Adult Learners in Hanen Programs

Adult learning is **most effective** when learners:

- are **fully engaged**
- gain knowledge that is **relevant** and has **immediate application**
- are involved in **dialogue** and **self-discovery**
- **practice** regularly and **reflect** on their efforts
- draw on their **knowledge** and **past experiences**
- **engage in teamwork** (the power of small group learning)
- experience **sound, positive relationships**

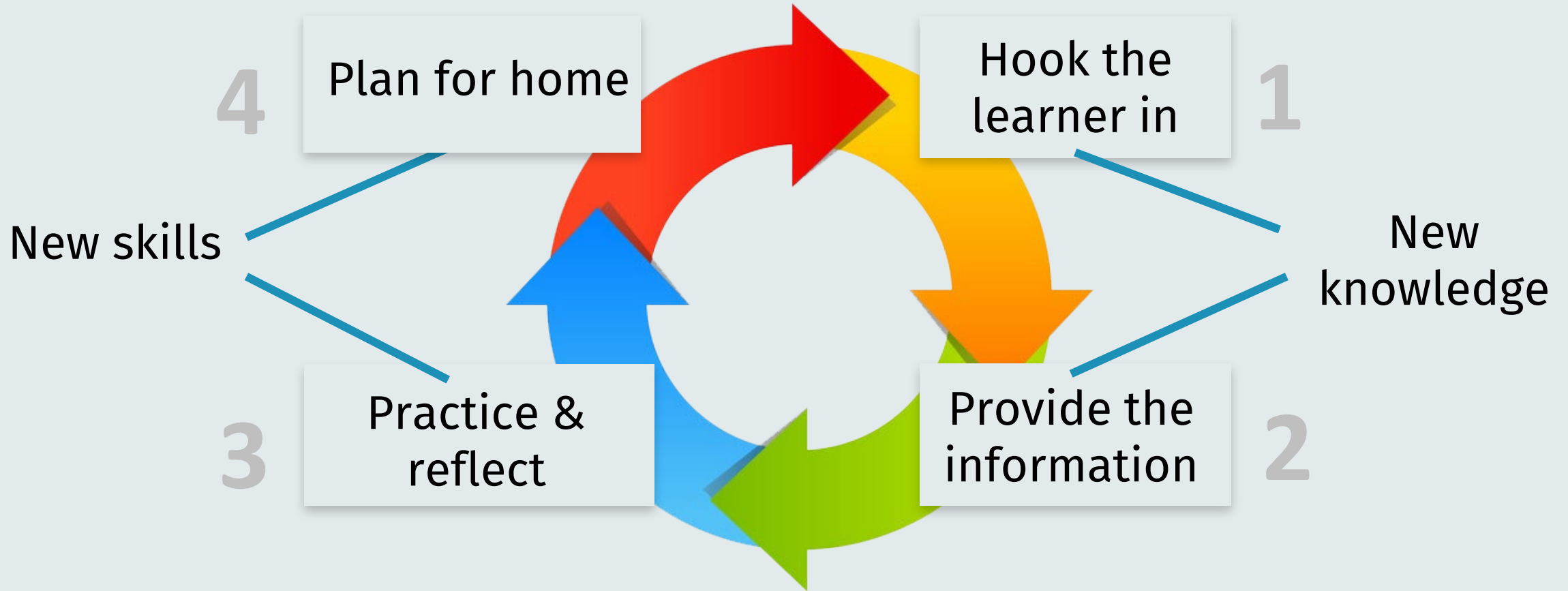


Group sessions in a Hanen Program



- Create a safe environment that encourages relationship building
- Every strategy is taught using a specific 4-part teaching-learning cycle
- Each part of the cycle reflects best practice in coaching and principles of adult learning

Teaching-Learning Cycle



Video feedback

The goal is to increase Mom's awareness of her own and Lara's interactive behaviour through **dialogue** and **self-discovery**.

Awareness is the first step on the road to behaviour change.

Child and Mother interaction being observed

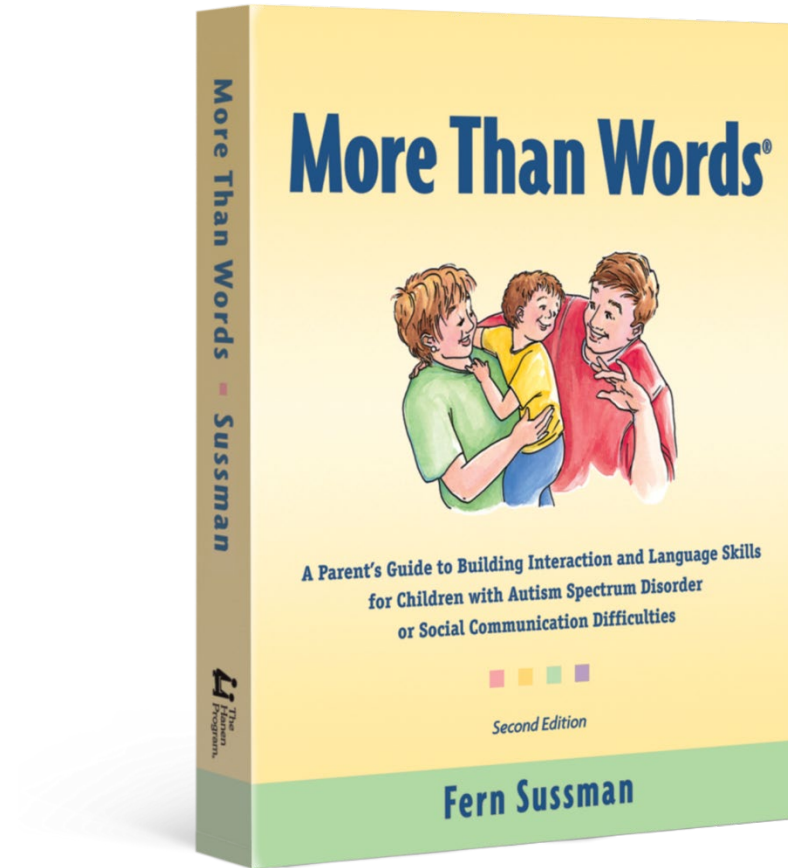




What this Mom learned in It Takes Two to Talk®



Strategies from the More Than Words® Program



Four “I”s of Interaction

Include

The Child’s Interests

Interpret

Imitate

Introduce more fun





How to Imitate your child

First... Observe, Wait and Listen

Then... copy what you see and hear

Comment on their actions
or what they said

Then, **WAIT** to see
what they do next!

How does Kane respond when Dad Imitates him?



Individual Parent Coaching: More Than Words[®] The 1-1 Way





Why Hanen Programs?

- Strong evidence base
- Supports families with autistic children and children with language delays/disorders
- Family-centered, supports family well-being
- Empowers and equips parents to support their child's communication development

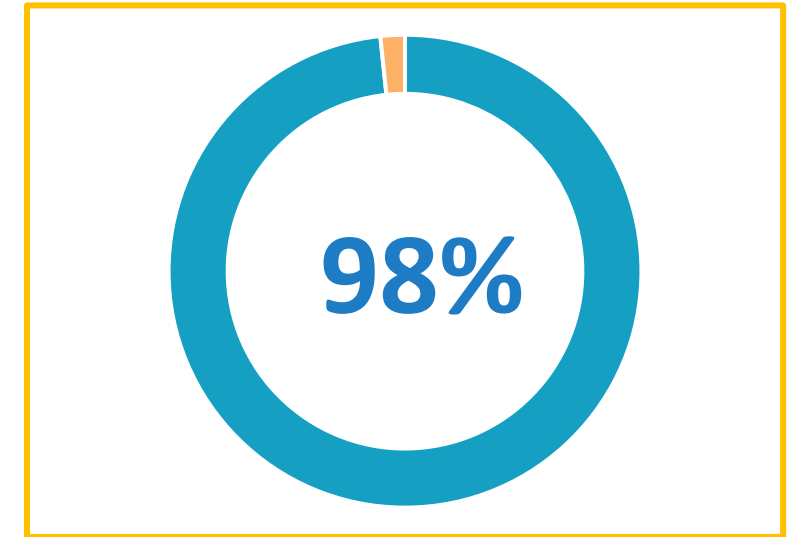
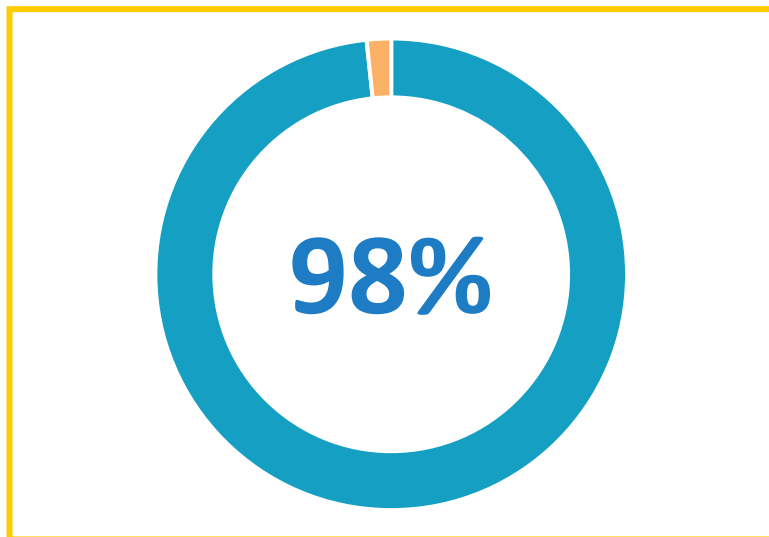
Indicator 4C: Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

Parents' Hanen Program Evaluations

Do you think you have changed the way you interact and communicate with your child as a result of taking this program?

Do you think that your child's communication has improved as a result of taking this program?

Would you recommend this program to other parents?



Yes ■ No ■

Why Hanen Programs?

- Flexible – group or 1-1; in-person or virtual
- Scalable – once trained, Hanen certified SLPs can use the program/approach right away
- Training for both SLPs and Early Interventionists – supports teams

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In Closing

Hanen Programs are not just about enabling parents to support a child's communication journey — they are about nurturing joyful connections in which parents and children engage, communicate, and grow together.

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PUBLIC INPUT

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COMMENTS CAN BE IN WRITING OR SPOKEN

All comments are published as part of the public record and provided to ICC members

EACH PERSON HAS 2 MINUTES TO COMMENT

We want to make sure there's time to hear from everyone. Longer comments? Submit them in writing to ensure your full message is shared

COMMENTING ON BEHALF OF OTHERS

One person is welcome to share input from others, please just be mindful of time, summarize key points and turn in any written statements

PLEASE BE SPECIFIC

A clear statement-including specific suggestions for addressing any concerns you may have- is most helpful

WANT TO SHARE A POWERPOINT OR VIDEOS AS PART OF YOUR PUBLIC COMMENT?

Email EarlyStart@dds.ca.gov at least 14 days in advance with any audio/visual needs

Committee Composition and Goals

DJ Tomko, DDS

ICC Committee Meetings

Improving State Systems Committee
Communications Committee