

Philadelphia County Infant Toddler Early Intervention  
**Teacher of the Deaf and Hard of Hearing Practice Guidelines\***

When there is a documented hearing loss the family needs to meet with the Independent Hearing Sensitivity Evaluator, who provides an orientation to options and services for children with hearing loss, **before services for hearing sensitivity are recommended.** Based on the priorities and concerns of the family and the type and degree of hearing loss, a Teacher of the Deaf and Hard of Hearing may be recommended for the team as a PSP or as a consultant.

<b>Teacher of the Deaf and Hard of Hearing as Primary Service Provider (PSP) when:</b>
<ul style="list-style-type: none"> <li>• Child has a documented hearing loss and no other developmental concerns.</li> <li>• Child has a cochlear implant. (TOD will help the team determine when an SLP consult is needed.)</li> <li>• Child has a hearing aid.</li> <li>• Child is deaf and blind. (A Vision Teacher may be assigned as the PSP and the Teacher of the Deaf and Hard of Hearing as a consultant, depending on the team’s assessment or priority area.)</li> </ul>
<b>Teacher of the Deaf and Hard of Hearing Consults when:</b>
Child failed newborn screening, family needs support to obtain follow up pediatric audiology services.
Parent or other team member has a concern about the child’s hearing as a result of: family history of hearing loss; pre-natal diseases such as rubella, CMV; post-natal indicators such as meningitis, chronic ear infections, mumps, measles, use of ototoxic drugs, trauma to head or ear, chronic ear infections; malformation of the ear or face; ventilator use; diagnosis of Autism Spectrum Disorder.
Child has a documented hearing loss in addition to other developmental or medical concerns.
Child has one of the following diagnoses: CHARGE Syndrome, Crouzon’s Syndrome, Golden-Har Syndrome, Jervell and Lange-Nielsoen Syndrome, Pendred’s Syndrome, Treacher Collins Syndrome, Ushers Syndrome; Waardenburg Syndrome
Child has a diagnosis of Down Syndrome and a diagnosis of hearing loss.
<p>Flags for potential concerns about a child’s hearing include:</p> <p><i>Birth to 3 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the baby’s eyes move in the direction of loud sounds?</li> <li><input type="checkbox"/> Is the baby awakened by loud sounds?</li> </ul> <p><i>3 months to 6 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the baby react to a parent’s voice?</li> <li><input type="checkbox"/> Has the baby begun to repeat sounds?</li> </ul> <p><i>6 months to 10 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the baby look toward the speaker when his/her name is called?</li> <li><input type="checkbox"/> Does the baby understand common phrases, such as “bye-bye”?</li> </ul> <p><i>10 months to 15 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can the baby put sounds together that closely resemble speech?</li> <li><input type="checkbox"/> Does the baby experiment with his or her own voice?</li> </ul> <p><i>15 months to 18 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the baby beginning to communicate using single words or two- to three-word sentences?</li> <li><input type="checkbox"/> Is the baby able to follow simple direction, such as “come here”?</li> </ul> <p><i>18 months to 24 months:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the baby points to pictures or simple objects upon verbal request?</li> <li><input type="checkbox"/> Does the baby understand yes or no questions such as “are you tired?”</li> </ul>

\*These guidelines do not supersede the child’s determination by the multidisciplinary team (based on assessment and observation) and the individualized needs of the child. The intent of these guidelines is to provide information and guidance to the IFSP team members. **In addition, these guidelines are not a comprehensive list of hearing loss concerns. If there is a concern about a child’s hearing, contact the Service Coordinator to advise him or her of the concern and arrange for follow-up.**