



Our Mission:

Guide By Your Side provides unbiased, emotional support and resources by trained Parent Guides to families with children who have a hearing loss.

Through IL Hands & Voices fundraising, personal donations and funding through the Illinois Early Hearing Detection and Intervention Program; Illinois Hands & Voices, Guide By Your Side is able to provide free services to families. Families can be referred to the program from providers or call directly to participate.

If you would like to refer a family, request brochures or make a donation please contact the GBYS Program Coordinator, Carrie Balian.

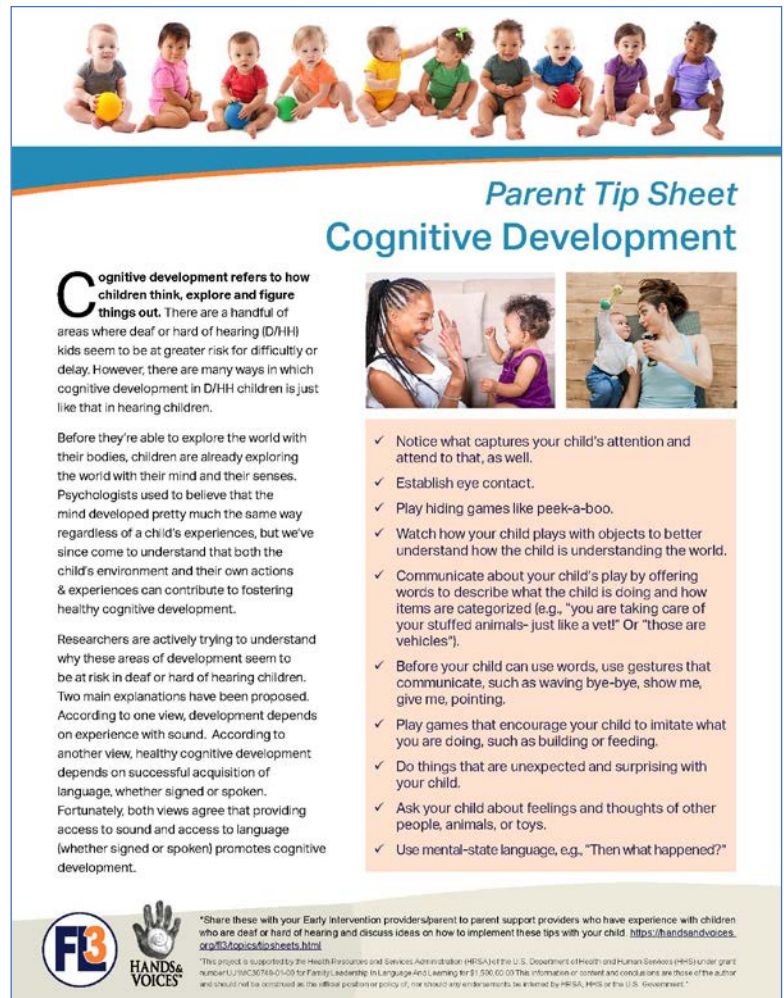
Program Information:

- 1 Program Coordinator
- 8 Parent Guides (PG)
 - Located throughout the state
 - Backgrounds vary in communication and amplification opportunities
 - Guides who are native Spanish speakers
 - Parent Guide who is Deaf

Comparison of ages of children enrolled in GBYS from Jan – Mar 2020 vs. Apr – June 2020

	Jan - Mar	Apr.-June
Birth-1 year old	10%	72%
1-2 years old	18%	14%
2-3 years old	10%	0%
3-6 years old	31%	14%
6 years and older	31%	0%

During this pandemic many of us found ourselves managing situations and questions that we were unprepared for and with no prior experience. As we continue to move forward please note that we are here ready to serve families and help them navigate this unusual time. If you are looking for resources, please reach out.



**Parent Tip Sheet
Cognitive Development**

Cognitive development refers to how children think, explore and figure things out. There are a handful of areas where deaf or hard of hearing (D/HH) kids seem to be at greater risk for difficulty or delay. However, there are many ways in which cognitive development in D/HH children is just like that in hearing children.

Before they're able to explore the world with their bodies, children are already exploring the world with their mind and their senses. Psychologists used to believe that the mind developed pretty much the same way regardless of a child's experiences, but we've since come to understand that both the child's environment and their own actions & experiences can contribute to fostering healthy cognitive development.

Researchers are actively trying to understand why these areas of development seem to be at risk in deaf or hard of hearing children. Two main explanations have been proposed. According to one view, development depends on experience with sound. According to another view, healthy cognitive development depends on successful acquisition of language, whether signed or spoken. Fortunately, both views agree that providing access to sound and access to language (whether signed or spoken) promotes cognitive development.

- ✓ Notice what captures your child's attention and attend to that, as well.
- ✓ Establish eye contact.
- ✓ Play hiding games like peek-a-boo.
- ✓ Watch how your child plays with objects to better understand how the child is understanding the world.
- ✓ Communicate about your child's play by offering words to describe what the child is doing and how items are categorized (e.g., "you are taking care of your stuffed animals- just like a vet!" Or "those are vehicles").
- ✓ Before your child can use words, use gestures that communicate, such as waving bye-bye, show me, give me, pointing.
- ✓ Play games that encourage your child to imitate what you are doing, such as building or feeding.
- ✓ Do things that are unexpected and surprising with your child.
- ✓ Ask your child about feelings and thoughts of other people, animals, or toys.
- ✓ Use mental-state language, e.g., "Then what happened?"

*Share these with your Early Intervention providers/parent to parent support providers who have experience with children who are deaf or hard of hearing and discuss ideas on how to implement these tips with your child. <https://ilhandsandvoices.org/ILHops/cdipsheets.html>

*This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number U54CE000764-01-01 for Early Learning in Languages Learning for \$1,500,000. The information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Let's Keep in Touch!

Have you "liked" us on Facebook or "followed" us on Instagram or Twitter? It is the easiest way to stay up to date with news and events!

Please make sure you share with families who have children with a hearing loss!



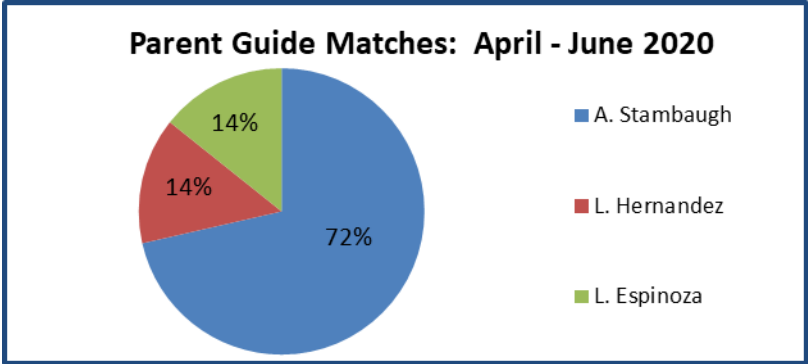
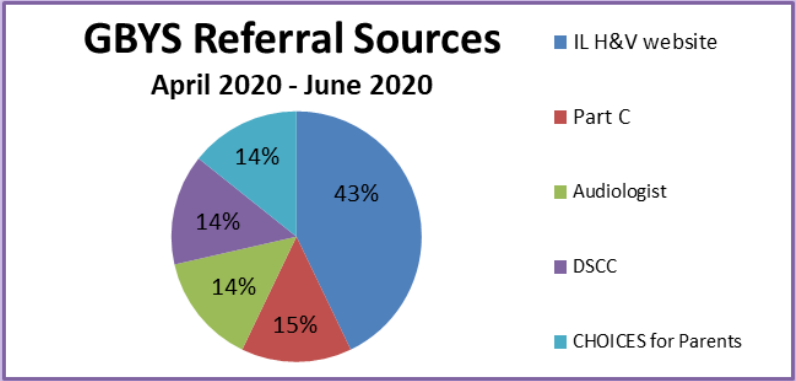


Quarterly Report April – June 2020

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Quarter Reporting for: April 2020 – June 2020

- 10 Families referred; 7 Families matched
Families referred may opt out of participating or may still be in the process of trying to reach them to enroll them within GBYS.
- **Ethnicity** of the families referred:
 - 72% Caucasian (5 families)
 - 14% Latino (1 family)
 - 14% Pacific Islander (1 family)
- **Age** of children enrolled in GBYS:
 - 72% Birth-1 year old
 - 14% 1-2 years old
 - 0% 2-3 years old
 - 14% 3-6 years old
 - 0% 6 years and older
- **Primary Language** in the home:
 - English – 7 families
- **Newborn Hearing Screening** results as reported by the parent:
 - Did Not Pass – 6 children
 - Passed – 0 children
 - Was not screened – 1 child
- **Gender** of children enrolled in GBYS:
 - 0 males and 7 females
- **Medical History** suggestive of:
 - Condition assoc. with a hearing loss, 3 children
 - No known syndrome or etiology - 2 children
 - Hereditary – 2 children
- **Unilateral vs. Bilateral** hearing loss:
 - Bilateral – 7 children
 - Unilateral – 0 children
- **Insurance** information of enrolled families:
 - Private – 5 families
 - All kids/Medicaid – 2 families
 - Dual coverage – 0 families



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Stay up to date on events and resources by becoming following Illinois Hands & Voices!

