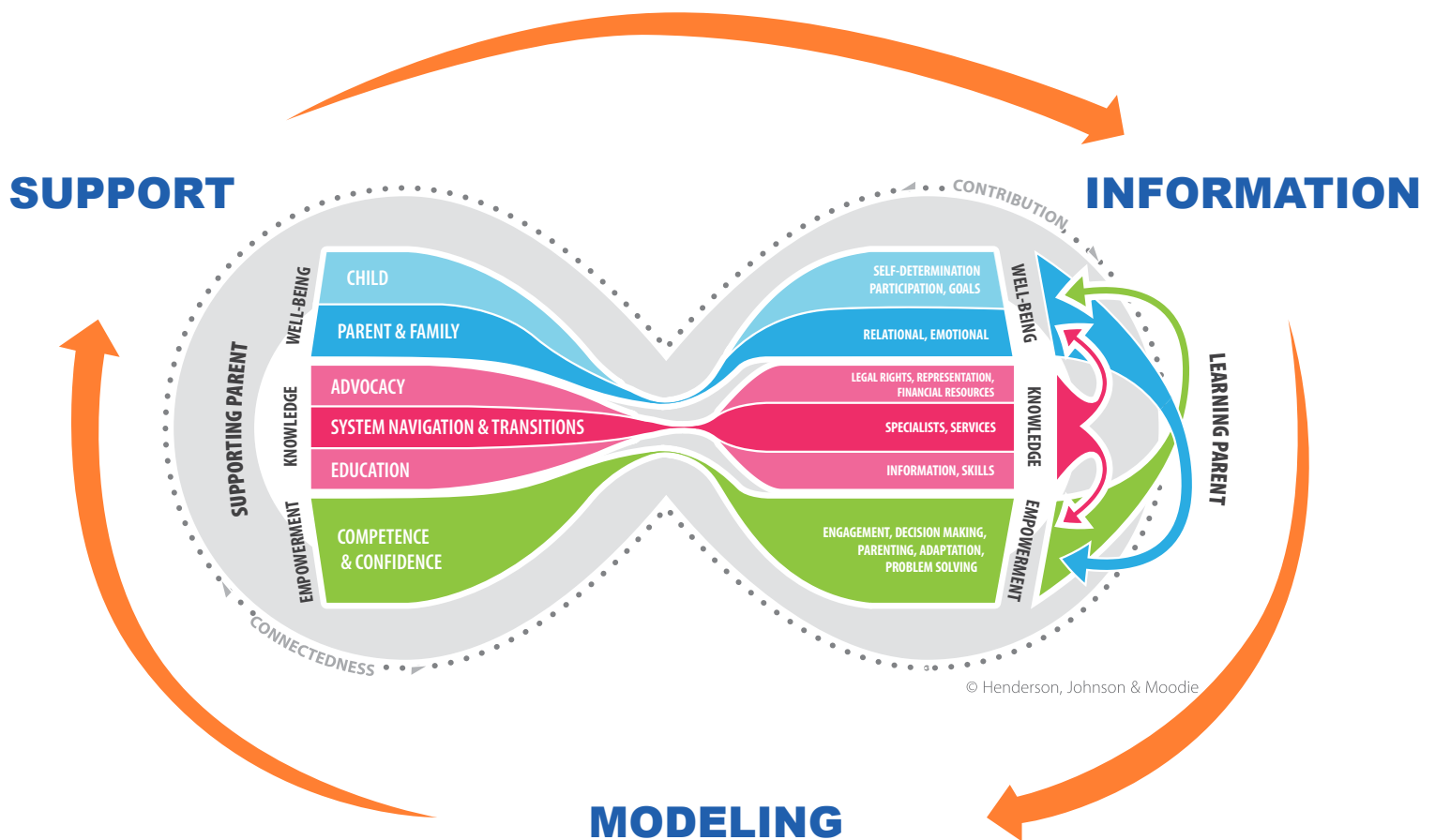


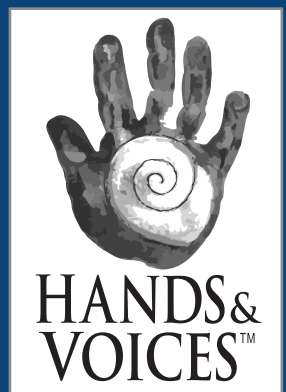
HANDS & VOICES

FAMILY SUPPORT

ACTIVITIES GUIDE



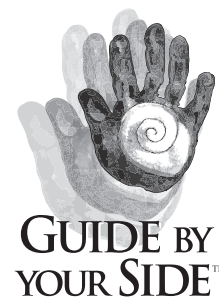
A guide that includes family support activities developed from an evidence-based parent-to-parent support framework for families with children who are Deaf or Hard of Hearing.





HANDS & VOICES

***In this Guide you will find:
Family Support Activities & Family Learning
Outcomes for families with children who are
Deaf/Hard of Hearing (D/HH)***



Parent-to-parent support can be described as a supporting parent providing their lived experiences to a learning parent. Included in this resource, you will find family learning outcomes and family support activities developed by a group of Hands & Voices Guide By Your Side (GBYS) Coordinators and Parent Guides within the context of a researched and evidence-based parent-to-parent support framework. This [framework](#) was established by researchers from University of Western Ontario, London Ontario, Canada.

Henderson, R., Johnson, A. & Moodie, S.T. (2016). Revised conceptual framework of parent-to-parent support for parents of children who are Deaf or Hard of Hearing: A modified Delphi study. *American Journal of Audiology*, 25(2), 110-126. doi: 10.1044/2016_AJA-15-0059.

Conceptual Framework – Parent to Parent Support

(Rebecca J. Henderson, Andrew Johnson, Sheila T. Moodie)

Hands & Voices utilizes these family learning outcomes and family support activities to guide family support work by embedding them within the training curriculum. The Conceptual Framework constructs and components will be utilized to guide and measure the impact of family support. Hands & Voices recognizes that this list of family support activities is not an exhaustive list but can provoke thoughts and ideas of areas that impact the learning parent's well-being, knowledge, and empowerment.

* The individual development of children who are D/HH, especially those who are D/HH plus should be considered when choosing family support activities.

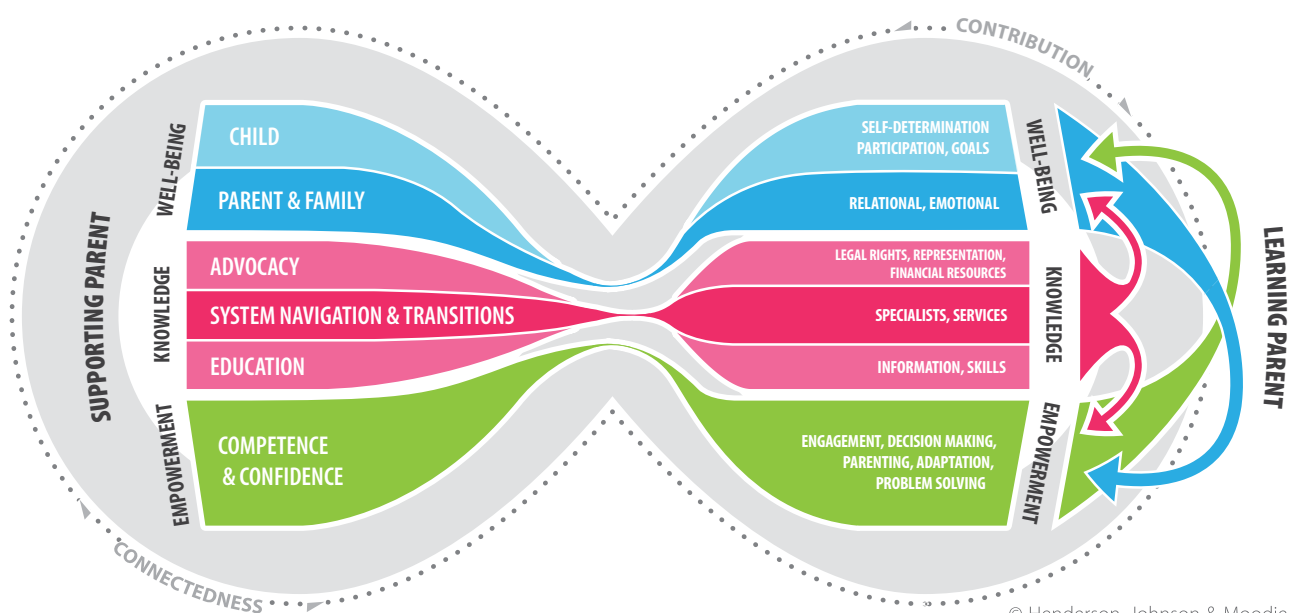
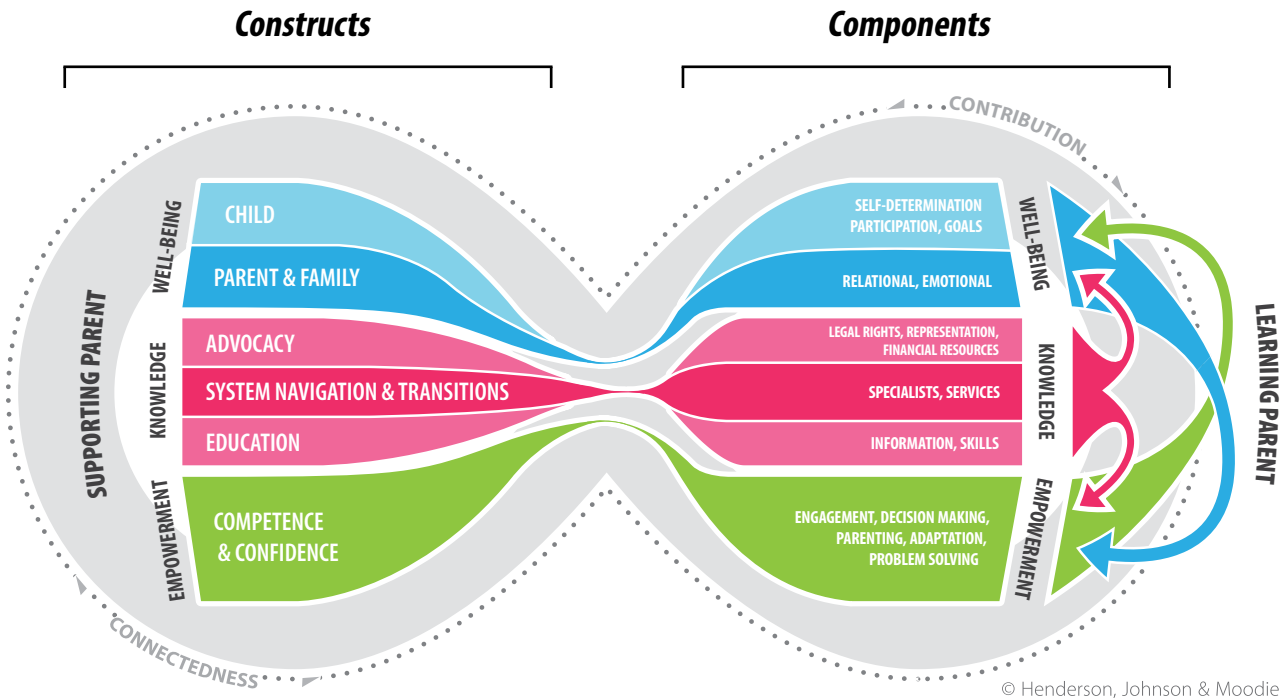


Figure 1 - Conceptual Framework – Parent to Parent Support (Rebecca J. Henderson, Andrew Johnson, Sheila T. Moodie)

The Conceptual Framework - Family Learning Outcomes & Parent-to-Parent Support Activities

The **Conceptual Framework** consists of what is called **constructs** and **components**. The constructs and components are presented in the framework through a closed helix visual design with the **supporting parent** and the **learning parent** at opposite curves. The “**learning parent**” is characterized as having a child recently identified as Deaf or Hard of Hearing or could also be a parent who is experiencing something new in their journey of raising a child who is Deaf or Hard of Hearing. The “**supporting parent**” has lived experience of having a child who is Deaf or Hard of Hearing and training in supporting other parents. The helix represents the exchange of information between the two parents. **Connectedness** and **contribution** describe the underpinnings of the relationship between the two parents. The **constructs** are the overarching themes and the **components** are the key elements of the specific learning needs of the **learning parent**.



© Henderson, Johnson & Moodie

Figure 2 - The Conceptual Framework: Constructs and Components in context to the supporting parent and the learning parent.

This document lists potential **family learning outcomes** for each of the constructs and includes **family support activities** that can assist the **learning parent** in reaching outcomes that support their family’s needs. This list is not intended to be completed in its entirety. The desired **family learning outcomes** of the **learning parent** drive the selection of the **family support activities**.



[The Maternal Child Health Bureau \(MCHB\) Blueprint for Change](#): A National Framework for a System of Services for Children and Youth with Special Health Care Needs establishes a national agenda to ensure that every child gets the services he/she needs to play, go to school, and grow up to become a healthy adult. The Blueprint for Change outlines strategies in four critical areas: health equity; quality of life and well-being; access to services; and financing of services. The family support activities in this guide are intended to be facilitators to address challenges families may face in the four critical areas.

It is vital that families with children who are D/HH have access to high quality, equitable, up-to-date, and evidence-based information that

supports the parent's/caregiver's role in language acquisition of their children. Included in this guide are many family support activities that encourage parents/caregivers to engage in their children's language and communication in order to optimize their development leading to children who can play, go to school, and grow up to become healthy happy adults.



Throughout this guide you will find an icon representing language and literacy activities. This is intended to bring attention to this critical area of development for children who are D/HH

Working Definition of Terms:

Parent-to-Parent Support: Specially trained parents sharing their lived experience of raising a child who is D/HH with other families who have just learned of their child's hearing condition, or who have older children and need the unique support that comes from someone else who has walked this path him/herself and can share from direct experience and wisdom.

Learning Parent: A parent who is new to or inexperienced in a situation of raising a child who is D/HH or may be experiencing a transition in the child's or family's life. The learning parent can be a parent, family member, caregiver, guardian, etc.

Supporting Parent: A coaching, nurturing, and encouraging parent (hearing, hard of hearing or D/deaf) who has the lived experience of parenting a child who is D/HH. May also be characterized as someone who is teaching, modeling, empowering, and mentoring.

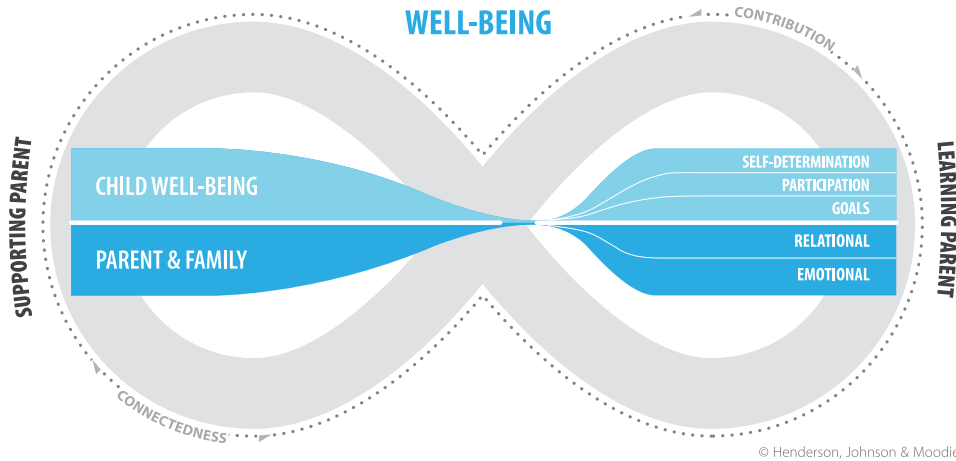
Deaf/Hard of Hearing (D/HH) Guides, Role Models, Mentors: Individuals who are D/HH sharing their expertise through their lived experience. *See Hands & Voices D/HH Guidelines for more specific definitions for each role. <https://www.handsandvoices.org/fl3/fl3-docs/DHH-Guidelines.pdf>

Deaf/Hard of Hearing (D/HH): The term used to describe all children and adults who are Deaf or Hard of Hearing from birth or later, unilateral, and bilateral, all degrees from minimal to profound, sensorineural, auditory neuropathy, conductive and mixed, DeafBlind, and D/HH plus additional health concerns.

Hands & Voices would like to thank the following for their guidance and assistance with developing the first edition of this guide. Lisa Kovacs(HQ), Candace Lindow Davies(HQ), Tammy Breard(CT), Karen Wisinski(MI), Terri Patterson(HQ), Carrie Balian(IL), Lisa Condes(IN), Michaela Hamaker(TX), Christine Griffin(WA), Turi Hoaglin(OR), Amanda Hvass(OR), Shellie Janning(NE), Beth Jones(NV), Najwa Ghattas(AZ), Lindsey Woodard(AR), Amanda Schneider(MI), Nea Cowan(KY), Liesel Thomas(CO), Chresta Brinkman(CO), Leslie Carnegie Hilde(MN) and all attendees of the GBYS meeting at the 2018 H&V Leadership Conference.

**The second edition of this guide was revised in 2024 by Hands & Voices (H&V) with new resources. Family support providers such as Parent Guides, D/HH Guides, Role Models, Mentors, Early Interventionist, and others, including families themselves may find this resource helpful.*

This latest version is the work of many. Thank you to all H&V GBYS Coordinators, Carrie Balian GBYS Program Lead and Lisa Kovacs Director of Programs for their leadership and contributions.



CONSTRUCT 1

Well-Being

Construct 1A: Child Well-Being

Component 1 - Self-Determination: self-motivation, positive self-perception, and meaningful relationships.

Component 2 - Participation: involvement in hearing and Deaf communities, leisure and extracurricular activities, daycare/school, and ventures with family and friends.

Component 3 - Goals: the language and communication outcomes, social and psychosocial aspirations and educational and employment objectives and achievements.

Construct 1B: Parent & Family Well-Being

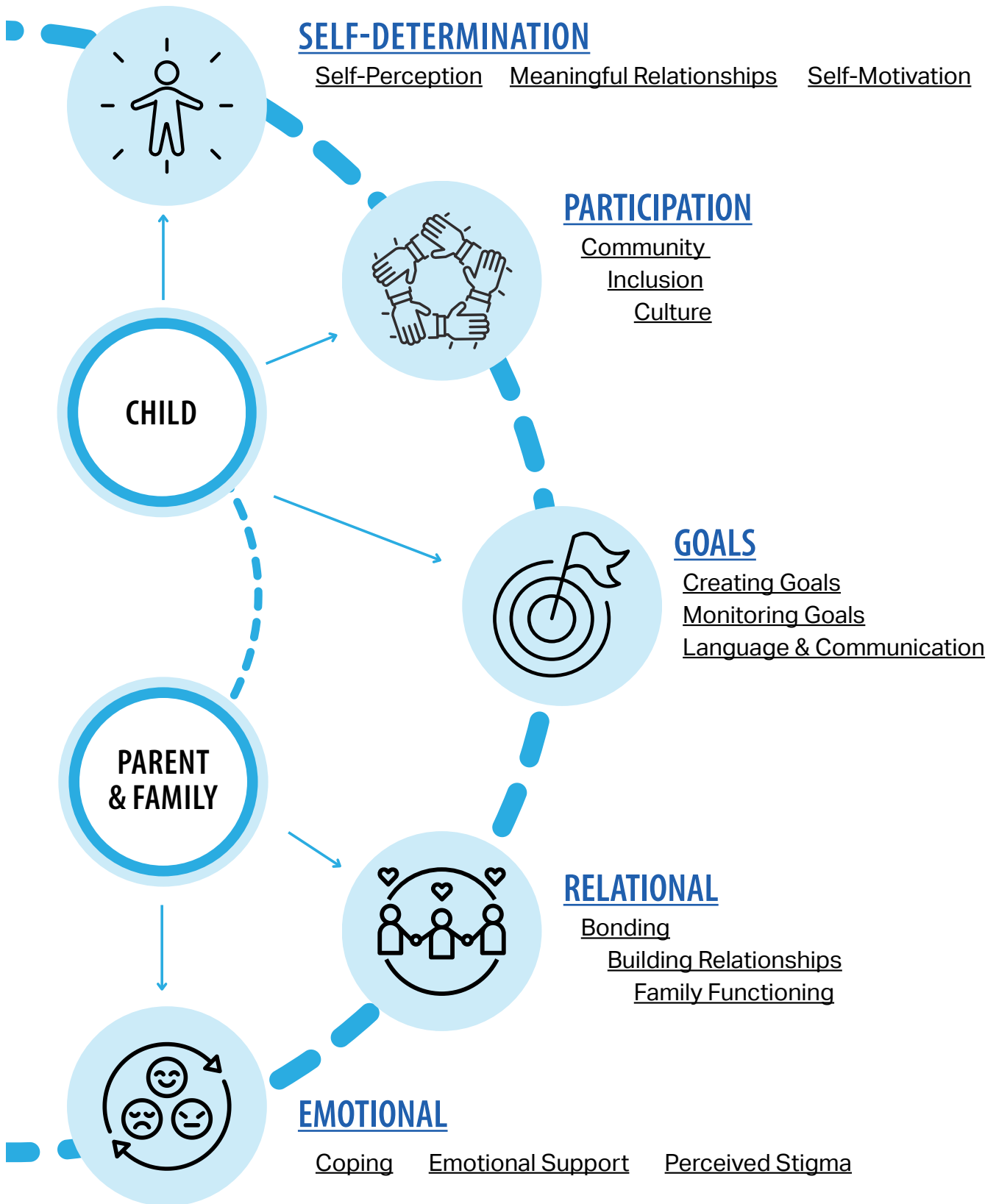
Component 1. Relational: provides well-being related to family functioning. Family functioning includes bonding with the child, family and parental cohesiveness, and communication between family members. Community interaction is involvement in community and cultural networks, friends, and religious institutions.

Component 2. Emotional: emotional support offers psychological benefits such as coping, acceptance, hopefulness, self-reliance and confidence, readiness to engage in response to potential grief, loneliness, vulnerability, and perceived stigma.

Family Learning Outcomes - In this construct parents/caregivers will:

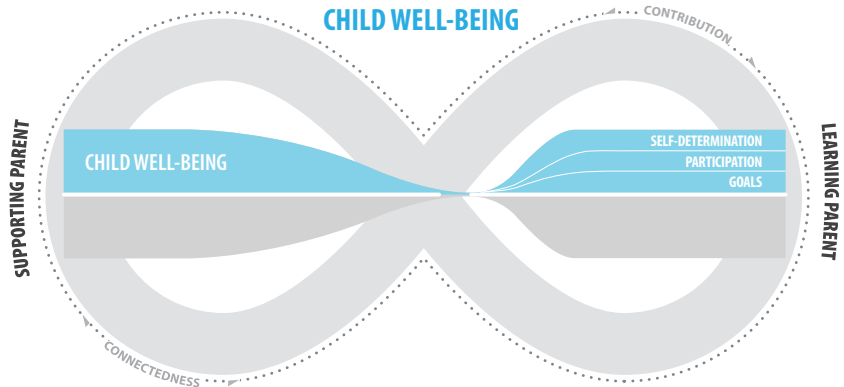
1. learn that they are not alone, there are other families they can connect with and learn from.
2. feel hopeful about their child's future.
3. be able to improve their focus on everyday moments that bring joy to their family.
4. find encouragement in raising their own child who is Deaf or Hard of Hearing after meeting another experienced parent.
5. see an improvement in their overall well-being (for example, state of being comfortable, healthy, or happy) because of the support they receive.

Construct 1 Index – Well-Being





Family Support Activities

Construct 1A : Child Well-Being





Component 1 - Self-Determination

Self-motivation, positive self-perception, and meaningful relationships.



TOPIC	FAMILY SUPPORT ACTIVITIES
<p>Self-Perception</p>	<p>Positive self-perception is important for a child who is D/HH. A good understanding of who they are and what they are capable of leads to confidence, strong social skills, and meaningful relationships.</p>
<p>Activity:</p>	<p>Use the following Social Emotional Tip Sheet and Family Activity Plan to choose 1-2 tips to work on each week that will support the child’s self-perception. https://handsandvoices.org/fl3/topics/tipsheets.html#soc-emot <i>Tip Sheet also in Spanish - Family Activity Plan also in Spanish</i></p>
<p>Activity:</p>	<p>Watch “CONFIDENCE: Deaf in a Hearing World” which is a wonderful video of a D/HH teen sharing her journey of finding a positive self-perception. https://youtu.be/A2DfJQ2DmUE</p>
<p> Activity:</p>	<p>Use the following tip sheet to support building a natural and loving parent/caregiver-child connection through everyday activities that lead to experiences of positive self-perception. https://handsandvoices.org/resources/fostering-joy/ts-eng-FamilyTipSheet.pdf <i>Also in: Spanish, French, Hmong, Italian, Somali, Urdu, Mandarin, Japanese, Thai, German, ASL</i></p>
<p>Meaningful Relationships</p>	<p>Good communication with a child who is D/HH is essential to developing meaningful relationships between the child and those that they interact with such as parents/ caregivers, siblings, extended family, and those within the community.</p>
<p> Activity:</p>	<p>Use this resource to learn and apply simple changes in the family routine and the child’s environment that promotes communication between the child and family. Be mindful to not use phrases with a child who is D/HH such as, “never mind or I’ll tell you later...” https://www.handsandvoices.org/fl3/fl3-docs/maximize-visual-access-tips.pdf <i>Also in Spanish</i></p>

Construct 1A - Child Well Being


 <p>Activity:</p>	<p>Use these Tip Sheets that provide suggestions for parents/caregivers, for fun, everyday activities to enhance their baby’s development in language, literacy, and social-emotional development!</p> <p>https://handsandvoices.org/fl3/topics/tipsheets.html</p> <p><i>All tip sheets also in Spanish</i></p>
 <p>Activity:</p>	<p>Read this article to learn more about how to support your child in creating meaningful relationships within the community (place of worship, daycare, family, etc.). Also consider games that encourage interaction and socialization. (Tag, duck-duck-goose, musical chairs, and other group games)</p> <p>https://www.handsandvoices.org/needs/socialization.htm</p>
<p>Self-Motivation</p>	<p>Self-motivation allows us to take action towards a goal. It is important for children who are D/HH to know how to self-advocate, so they have the tools they need to be successful and self-sufficient.</p>
<p>Activity:</p>	<p>Review this infographic to learn about the different stages of self-advocacy and think of activities that would encourage a child’s growth at the different stages.</p> <p>https://handsandvoices.org/astra/docs/AgesandStages_SelfAdvocacyinfographic.pdf</p>
<p>Activity:</p>	<p>Read the following article from <i>Understood</i> on how to build the foundations for self-advocacy in young children. https://www.understood.org/en/articles/how-to-build-the-foundation-for-self-advocacy-in-young-children</p> <p><i>Also in Spanish</i></p>
<p>Activity:</p>	<p>Review this self-advocacy inventory when considering what skills children who are D/HH need as they grow to build their independence and self-advocacy skills.</p> <p>http://www.handsandvoices.org/pdf/SAllInventory.pdf</p>
<p>Activity:</p>	<p>View “Self-advocacy Can Start in Small Doses”. Hear how a parent was able to introduce this into their child’s advocacy journey at home and school.”</p> <p><i>Video is in spoken Spanish with Spanish and English subtitles.</i> https://vimeo.com/811357566</p>

Component 2 – Participation

Involvement in hearing and Deaf communities, leisure and extracurricular activities, daycare/school, and ventures with family and friends.


TOPIC	FAMILY SUPPORT ACTIVITIES
Community	Knowing where to find support as questions come up can help reduce stress and provide an understanding to families that they are not alone.
Activity:	Join Hands & Voices social media sites. https://www.instagram.com/handsandvoices/ https://www.facebook.com/handsandvoices https://www.facebook.com/groups/manosyvoces/ (Spanish) https://www.facebook.com/groups/deafhardofhearingplus/ https://www.facebook.com/groups/HandsVoicesMilitarySupport/
Activity:	Use these links to find family support organizations nearby that provide family support. https://www.handsandvoices.org/chapters/starts.htm https://www.handsandvoices.org/fl3/topics/fam-fam-support/need-support.html
Activity:	Invite other family members or friends to early intervention sessions, and/or events for families with children who are D/HH. https://www.babyhearing.org/parenting/family-support <i>Also in Spanish</i>
Inclusion	Building relationships between a child who is D/HH and their family, friends and individuals in the community encourages socialization and inclusion.
 Activity:	Read tips on how to share information about a child’s hearing status to others that will promote interaction and communication directly with the child. https://www.babyhearing.org/parenting/getting-extended-family-members-involved <i>Also in Spanish</i>
Activity:	Attend play groups/social activities specifically for children who are D/HH. Use these resources to contact family support organizations for connections within each state/territory. https://www.handsandvoices.org/chapters/starts.htm https://www.handsandvoices.org/fl3/topics/fam-fam-support/need-support.html
 Activity:	Review the following helpful tips for communicating with individuals who are Deaf or Hard of Hearing. https://www.mamahuhears.com/tips-for-communicating-with-people-who-are-dhh

Construct 1A - Child Well Being






 Activity:	Watch this video of an interview with Dr. Amy Szarkowski discussing the social emotional development of children who are D/HH. https://vimeo.com/680548403
Culture	An understanding of a family's culture and the Deaf community provides a foundation for a child who is D/HH to understand the importance of traditions, roles and lived experiences.
Activity:	Review the following videos and blog story that demonstrate the lived experiences of adults who are deaf or hard of hearing. https://www.youtube.com/watch?v=Yn1FcbJZJ_0 https://www.handsandvoices.org/dhh-stem/ https://www.handsandvoices.org/stemstories/ https://www.mamahuhears.com/blog/my-story
Activity:	Make a list of important family traits, routines, and cultural traditions to share with others. This website - Southwest Human Development - provides suggestions on what to consider. https://www.swhd.org/celebrating-tradition-and-cultural-awareness-with-young-children/ <i>Available in many languages.</i> See also Hands & Voices Spanish Resources webpage. https://www.handsandvoices.org/resources/espanol/index.htm
Activity:	Use these resources to connect with deaf and hard of hearing community members. https://www.nad.org/members/state-association-affiliates/ <i>Also in Spanish</i> https://www.infanthearing.org/dhhadultinvolvement/states/index.html

Component 3 - Goals




Refers to language and communication outcomes, social and psychosocial aspirations and educational and employment objectives and achievements.

TOPIC	FAMILY SUPPORT ACTIVITIES
Creating Goals	Developing goals for a child who is D/HH helps the family and the child's providers create a plan, gain focus and have the ability to monitor progress.
 Activity:	View the following developmental milestone charts from the CDC to help evaluate a child's current level and what goals should be considered in a family's plan. https://www.cdc.gov/ncbddd/actearly/milestones/ <i>Also in Spanish, Arabic, Brazilian Portuguese, Farsi, French, Haitian Creole, Hindi, Korean, Simplified Chinese, Somali and Vietnamese</i>

Construct 1A - Child Well Being

 <p>Activity:</p>	<p>Review the following guides for information on best practices in early intervention and education for children who are D/HH.</p> <p>https://www.handsandvoices.org/resources/jcih-parent-guide.html <i>Also in Spanish and Farsi</i></p> <p>https://edtrust.org/increasing-equity-in-early-intervention/ http://www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf</p>
<p>Activity:</p>	<p>Use these tools to create a list of ideas for what needs to be considered in a child's IFSP or IEP.</p> <p>https://www.cdc.gov/ncbddd/hearingloss/freematerials/PlanforYourChild.pdf http://www.handsandvoices.org/IEPmeetingplanner/ http://www.handsandvoices.org/pdf/IEP_Checklist.pdf</p>
<p>Monitoring Goals</p>	<p>Monitoring goals and celebrating accomplishments provides encouragement and insight on a child's progress. This can be done through documenting progress, understanding milestones and journaling the strengths of the child.</p>
 <p>Activity:</p>	<p>Create a way to document/track a child's progress (recording a video, taking photos, keeping a home journal, organizing progress reports, etc.). This link shares about creating a binder.</p> <p>https://www.babyhearing.org/language-learning/tracking-childs-progress <i>Also in Spanish</i></p>
 <p>Activity:</p>	<p>Review the following document to better understand the importance of and how to use developmental milestones checklists.</p> <p>https://handsandvoices.org/fl3/resources/pdfs/Developmental-Milestones.pdf</p>
 <p>Activity:</p>	<p>Use the following Fostering Joy journal to capture joyful moments.</p> <p>https://www.handsandvoices.org/resources/fostering-joy/journal.html <i>Also in Spanish</i></p>
<p>Language & Communication</p>	<p>Understanding a child's language and communication growth, including the milestones will positively impact a child's language, social development, and reading skills.</p>
 <p>Activity:</p>	<p>Review the following Language and Literacy Tip Sheets and use the Family Activity Plan to list communication activities that will foster language development and encourage communication between the child and the family.</p> <p>https://handsandvoices.org/fl3/topics/tipsheets.html <i>Also in Spanish</i> https://handsandvoices.org/fl3/fl3-docs/parent-take-aways/activity-plan.pdf <i>Also in Spanish</i></p>

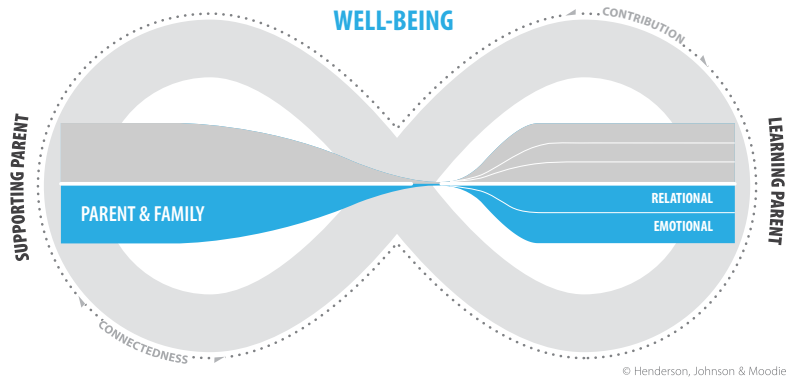
Construct 1A - Child Well Being

 Activity:	Watch videos from Language and Literacy experts about the Language and Literacy Tip Sheets. https://handsandvoices.org/fl3/topics/tipsheets.html
 Activity:	Watch the following videos that promote literacy for D/HH children. Reading with children who are D/HH produced by MD/DC Hands & Voices chapter: https://www.youtube.com/@mddchandsvoices6527/videos Also in Cued English and ASL Reading children's stories in ASL produced by CSD: https://www.youtube.com/playlist?list=PLC26PqZoC0AkS5f-GnxIzYs1yiBK7c4wW
 Activity:	Try these tips to make reading more enjoyable, as children who get regular reading time do better in math, vocabulary, and spelling than those who don't. https://wordsforlife.org.uk/activities/sharing-stories-together/ Also in Albanian , Arabic , Bengali , Chinese , Dari , French , Gujarati , Hindi , Italian , Kurdish , Lithuanian , Pashto , Polish , Portuguese , Punjabi , Romanian , Russian , Somali , Spanish , Ukrainian , Urdu and Yoruba .

Family Support Activities

Construct 1B:

Parent & Family Well-Being



Component 1 - Relational

Provides well-being related to family functioning. Family functioning includes bonding with the child, family and parental cohesiveness, and communication between family members. Community interaction is involvement in community and cultural networks, friends, and religious institutions.

TOPIC	FAMILY SUPPORT ACTIVITIES
Bonding	Bonding with a child who is D/HH is important for creating positive relationships and healthy social-emotional development of the child.
Activity:	Watch the “Magic of Everyday Moments” video: https://vimeo.com/103169425
Activity:	Read the following articles that provide tips for families on establishing positive relationships with the child laying the foundation for healthy social-emotional development. https://handsandvoices.org/fl3/topics/lang-lit-soc-development/pdfs/HHS%20SED%20Tips-for-Families.pdf https://kidshealth.org/en/parents/bonding.html <i>Also in Spanish</i> https://www.handsandvoices.org/fl3/fl3-docs/parent-take-aways/parenttake-aways_07-social-emotional.pdf <i>Also in Spanish</i>
Activity:	View the Hands & Voices “Fostering Joy Video” where families with children who are D/HH share their joy in the journey of raising their children. https://vimeo.com/463926086

Construct 1B - Parent & Family Well Being

<p>Building Relationships</p>	<p>Understanding the child’s hearing levels and demonstrating effective communication methods and language with them to family, friends, and community members fosters relationships and interactions for everyone involved.</p>
<p>Activity:</p>	<p>Read the following chapter titled “Audiology 101: An Introduction to Audiology for Non-audiologists” and/or watch the presentation through the links below. https://www.infanthearing.org/ehdi-ebook/2018_ebook/5%20Chapter5Audiology101%202018.pdf https://www.infanthearing.org/video_player/index.php?video=27</p>
<p>Activity:</p>	<p>Review “The Familiar Sounds Audiogram eBook” from Hearing First. It’s intended to help families and professionals answer questions together, with clear explanations and definitions. https://www.hearingfirst.org/m/resources/7734</p>
<p>Activity:</p>	<p>Read the following “Fathering a Deaf or Hard of Hearing Child – An Onboarding Checklist for Dads” (written by Dad’s). https://handsandvoices.org/virtual-waiting-room/docs/P2P_DadsChecklist.pdf</p>
<p>Family Functioning</p>	<p>Parents/Caregivers need to ensure they are also taking good care of themselves. Self-care is important for family functioning.</p>
<p>Activity:</p>	<p>Learn self-care suggestions for families from the following article provided by PEPS. https://www.peps.org/ParentResources/by-topic/self-care/self-care-for-parents</p>
<p>Activity:</p>	<p>View this webinar on “Self-Care during ‘Interesting Times’ – Beyond the Advice to Eat Better and Get a Good Night Sleep” by Amy Szarkowski PhD. https://www.infanthearing.org/flashvideos/webinars/7-16-2020.mp4</p>
<p>Activity:</p>	<p>Read “Thrive Now Blueprint: Self-Care & Success Strategies for Parents of Special Needs Children” by Ms. Siobhan Wilcox. This book offers simple and easily applied tools and techniques to reduce stress levels, create a life of deeper self-awareness with more energy and greater well-being. https://www.amazon.com/Thrive-Now-Blueprint-Self-Care-Strategies/dp/0990576604</p>

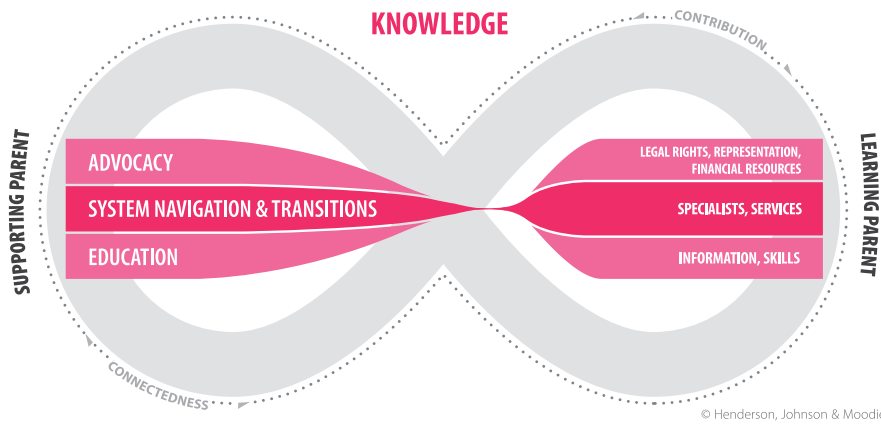
Component 2 - Emotional

Emotional support offers psychological benefits such as coping, acceptance, hopefulness, self-reliance and confidence, readiness to engage in response to potential grief, loneliness, vulnerability, and perceived stigma.

TOPIC	FAMILY SUPPORT ACTIVITIES
Coping	Identifying, discussing, & locating sources to support one’s grief can provide hopefulness and assist with developing strategies to work through challenging situations.
Activity:	Read Hands & Voices article titled “For Better or For Worse: Keeping Relationships Strong while Parenting Deaf and Hard of Hearing Children” which provides insight and support strategies. https://www.hv-library.com/social-emotional/for-better-or-for-worse/
Activity:	Review the blog post where Hands & Voices ask families to respond to the question “I realized that I accepted my child’s deaf/hard of hearing journey when...?” https://www.hv-library.com/social-emotional/the-journey-of-acceptance/
Activity:	Try 1-2 tips a week from the following tipsheet that supports families in making a conscious effort to create and celebrate joyful experiences with a child who is D/HH. https://handsandvoices.org/resources/fostering-joy.htm Also in: Spanish , French , Hmong , Italian , Somali , Urdu , Mandarin , Japanese , Thai , German , ASL
Emotional Support	Having experiences to connect with and exchange information and resources with other parents/caregivers can provide encouragement, confidence and reduce feelings of loneliness.
Activity:	Download the Hands & Voices Parent app to receive valuable tools each day, for 90 days, in raising a child who is D/HH. https://handsandvoices.org/resources/products/app-press-release.html
Activity:	Connect with a local family support organization. Use this link to locate state/territory contacts. https://handsandvoices.org/fl3/topics/fam-fam-support/need-support.html

Construct 1B - Parent & Family Well Being

<p>Activity:</p>	<p>Learn about national organizations that provide support specifically to families with children who are D/HH.</p> <p>AG Bell Association: https://www.agbell.org/</p> <p>American Society for Deaf Children: https://deafchildren.org/</p> <p>Hands & Voices: https://handsandvoices.org/</p> <p>Hearing First: https://www.hearingfirst.org/</p> <p>National Cued Speech Association: https://cuedspeech.org/about-us/who-we-are/overview/</p> <p>National Center on Deaf-Blindness: https://www.nationaldb.org/info-center/deaf-blindness-overview/</p>
<p>Perceived Stigma</p>	<p>Meeting D/HH adults and learning more about their lived experiences can overcome any perceived stigmas and help parents/caregivers identify how they can best support a child who is D/HH.</p>
<p>Activity:</p>	<p>Watch the following Hands & Voices video of a mom sharing her experience meeting adults who are deaf or hard of hearing and the impact it had on her family's journey.</p> <p>https://vimeo.com/230043030</p>
<p>Activity:</p>	<p>View the following Hands & Voices Casual Conversations Series where Teens who are D/HH discuss careers and lived experiences with Professionals who are D/HH.</p> <p>https://handsandvoices.org/dhh-stem/index.html <i>Also in ASL and Cued English</i></p>
<p>Activity:</p>	<p>Use these questions to start conversations with adults who are D/HH. Ask providers (early intervention, school, parent-to-parent) for assistance in making these connections.</p> <p>https://www.bchandsandvoices.com/wp-content/uploads/2021/11/DHH-Guides-Conversation-Starter-Questions.pdf</p>



CONSTRUCT 2

Knowledge

Construct 2A: Advocacy

Component 1: Legal Rights: are the laws, regulations, legislation and government policies related to human rights, child's rights, and special education laws.

Component 2: Representation: refers to peer advocate, parental consultant, and advisor at the community, regional and national levels.

Component 3: Financial Resources: financial assistance, insurance, government funding, entitlements and not-for-profit or voluntary sector supplements.

Construct 2B: Systems Navigation & Transitions

Component 1: Specialists: refers to the learning parent's knowledge during system navigation and transitions to coordinate care with specialists, collaborate with stakeholders, provide a roadmap of care, and facilitate understanding of the role of the specialist(s).

Component 2: Services: refers to community resources, health care, school, legal and regional services.

Construct 2C: Education

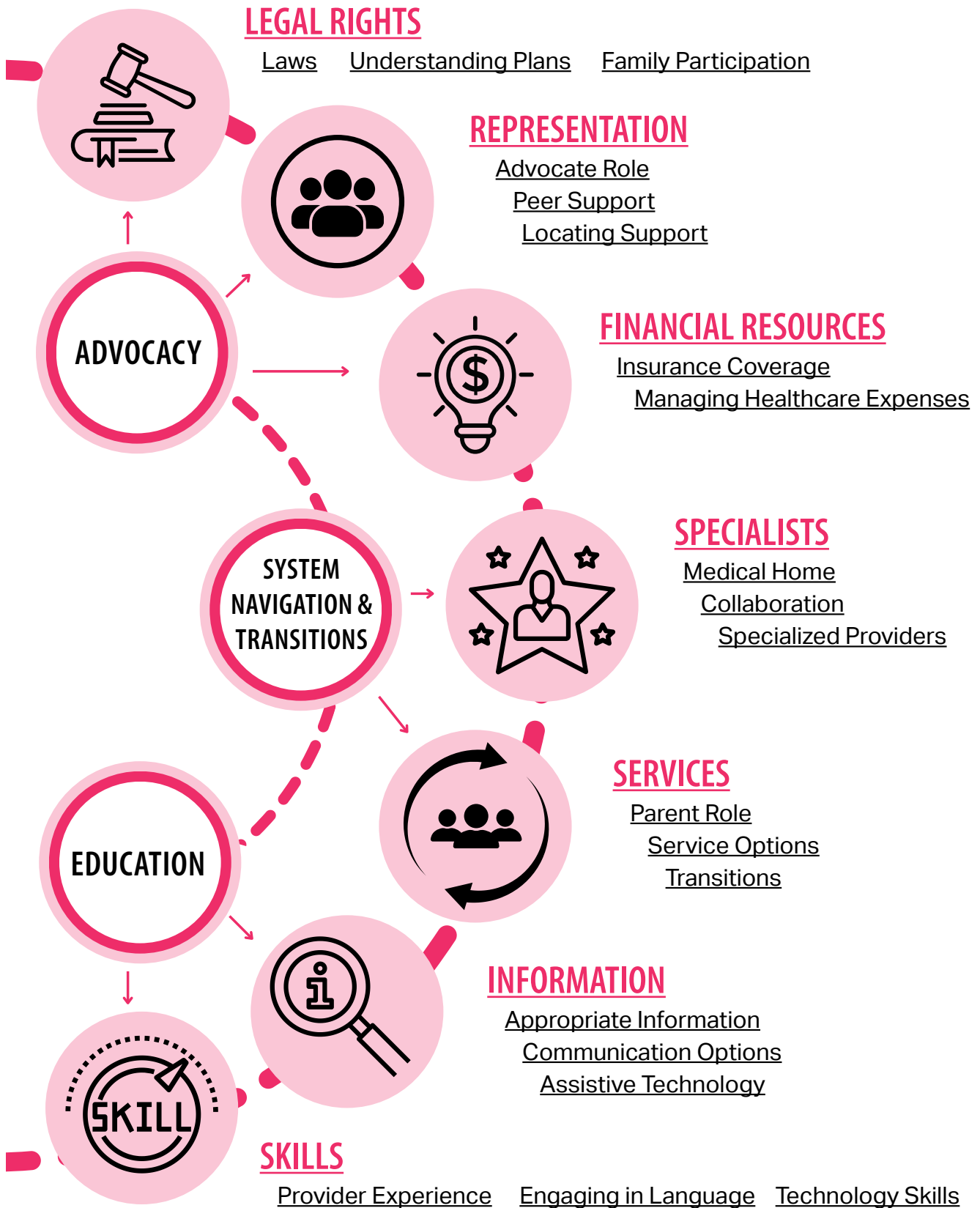
Component 1: Information: refers to providing accurate, well-balanced and comprehensive information regarding technological and research advancements, and educational, communication and assistive device options.

Component 2: Skills: refers to skill-based instruction and support, such as sign language and device-appropriate technological skills, as a supplement to specialized services and support.

Family Learning Outcomes - In this construct parents/caregivers will:

1. understand the impact of hearing loss/difference on their child's development.
2. have an increased understanding of the different language/communication options for children who are Deaf or Hard of Hearing.
3. understand their role in advocating for their child's needs.
4. have more knowledge of information and resources that will support their child/family.
5. be able to name information learned from their family support provider.

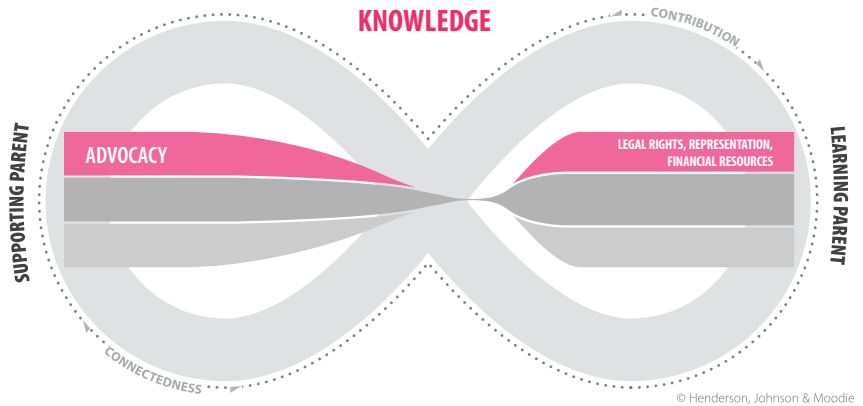
Construct 2 Index – Knowledge



Family Support Activities

Construct 2A :

Advocacy




Component 1 - Legal Rights

Legal rights are the laws, regulations, legislation, and government policies related to human rights, child’s rights, and special education laws.

TOPIC	FAMILY SUPPORT ACTIVITIES
Laws	Understanding the laws that protect a child’s legal rights will help a family properly advocate.
Activity:	Read information on the Early Childhood Technical Assistance Center (ECTAC) webpage that assists families in understanding; what is Part C, what is Part B, IFSPs, and IEPs. https://ectacenter.org/idea.asp
Activity:	Review these Parent Center Hub resources written directly to parents answering questions about their parental rights and special education services. https://www.parentcenterhub.org/tools-for-spanish-speaking-parents/ - Available in Spanish
Activity:	Review these resources specific to students who are D/HH. “Hands & Voices Educational Advocacy Guidebook” (English and Spanish) and “Optimizing Outcomes for Students who are Deaf or Hard of Hearing - Educational Services Guidelines from the National Association of State Directors of Special Education” (NASDSE). https://handsandvoices.org/resources/products.htm#adv-book http://www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf
Activity:	View the following webpages which provide information about the Americans With Disabilities Act (ADA). On the topics of: “Introduction to the ADA” and “Effective Communication”. https://www.ada.gov/topics/intro-to-ada/ https://www.ada.gov/topics/effective-communication/

Construct 2A - Advocacy

Understanding Plans	Identifying key pieces of a child’s early intervention or educational plan such as length, due date for revision, needs, goals, services, and providers enables a family to fully understand and engage in the plan.
Activity:	Learn what families can expect in Early Intervention and how to know if the child is receiving the right services by reading the following resource. https://www.handsandvoices.org/resources/pubs/Final_8-30-2017.pdf Also in Spanish Also in Farsi
Activity:	Watch the following recorded webinar: “Early Intervention: Advocacy in the Early Years” to learn more about what to expect in Early Intervention for children who are D/HH. https://vimeo.com/884124020
Activity:	Read chapter 5 in the NASDSE Guidelines to learn more about best practices in determining goals, services, and placement for students who are D/HH. http://www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf
 Activity:	Review the following resources that will assist with understanding the key elements of developing an effective communication plan. <i>For Early Intervention - Making a Plan for Your Child</i> (CDC) – https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf <i>For school age children</i> – see several examples of communication plans from various states. https://www.handsandvoices.org/astra/index.html
Family Participation	Understanding and preparing input for a child’s Early Intervention/School meeting allows a family to fully engage and create a positive impact on the child’s learning.
Activity:	Read the following article from a parent sharing a story about her experience into advocacy. https://www.hv-library.com/advocacy/confessions-of-a-reluctant-advocate/
Activity:	Review the Hands & Voices IEP Meeting Planner (for school age) or the CDC “Making a Plan for Your Child” (for early intervention). These resources assist with developing parent/ caregiver input prior to an early intervention or school meeting. https://www.handsandvoices.org/IEPmeetingplanner/ https://www.cdc.gov/ncbddd/hearingloss/freematerials/PlanforYourChild.pdf Additionally, the safety of all children must be considered. Review the following O.U.R. Project Safety Attachment Plan for IFSP and IEP teams to consider the child’s safety within the home/ academic setting. https://handsandvoices.org/resources/OUR/SafetyAttachmentPlanTemplate_v1-1.pdf
Activity:	Practice creating a Parent Input form after reviewing the following example. https://handsandvoices.org/astra/docs/ASTra_ParentStudentInputStatement.pdf

Component 2 - Representation

Refers to peer advocate, parental consultant, and advisor at the community, regional and national levels.

TOPIC	FAMILY SUPPORT ACTIVITIES
Advocate Role	Understanding the role of a peer advocate, consultant or advisor can help a family know what supports are available for current or future needs.
Activity:	Watch the following webinar from a Hands & Voices Advocate discussing how parents/ caregivers can learn to be a child's best advocate. https://handsandvoices.org/astra/Advocacy101-video.html
Activity:	Review the Center for Appropriate Dispute Resolution in Special Education (CADRE) guide to assist in understanding the role of an Educational Advocate. https://www.cadeworks.org/resources/cadre-materials/educational-advocates-guide-parents <i>Also in Spanish</i>
Peer Support	Hearing the experiences of other families can help a family become aware of when they may need additional support from a peer advocate, consultant, advisor, etc.
Activity:	Learn from articles written by other parents about the Early Intervention period. https://www.hv-library.com/early-intervention/
Activity:	Read this story from a Parent Advocate sharing information about effective advocacy strategies. https://handsandvoices.org/articles/education/advocacy/radvocacy1.htm
Locating Support	Knowing where to find advocacy support or who can answer educational questions a parent/caregiver may have during their journey is important.
Activity:	Review the Hands & Voices Advocacy, Support, and Training (ASTra) webpage of advocacy resources. Here you will find an Educational Advocacy Request Form to access Hands & Voices Deaf and Hard of Hearing advocacy support. https://handsandvoices.org/astra/index.html <i>Also in Spanish</i>
Activity:	Learn about the Parent Training and Information Center (PTI) and Community Parent Resource Center (CPRC) where you are located. (These are non-disability specific centers). https://www.parentcenterhub.org/find-your-center/

Component 3 - Financial Resources

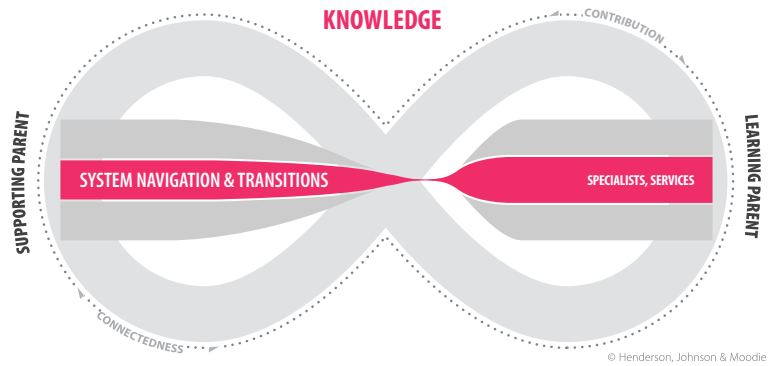
Financial assistance, insurance, government funding, entitlements and not-for-profit or voluntary sector supplements.

TOPIC	FAMILY SUPPORT ACTIVITIES
Insurance Coverage	Knowing what is included in an insurance policy and who can help when families have questions regarding coverage for a D/HH child is important.
Activity:	Explore the EHDI-PALS website. Here you can locate Pediatric Audiologists/Facilities searched by state/territory that include information about what insurance is accepted. https://ehdi-pals.org/SmartTool/EP_SmartTool.aspx#gsc.tab=0 Also in Spanish
Activity:	View the resources listed within this article from Verywell Health to learn about potential financial aid assistance for hearing technology. https://www.verywellhealth.com/financial-aid-for-hearing-aids-and-cochlear-implants-1046604
Activity:	Learn how to appeal a decision made by an insurance company if you disagree. https://www.healthcare.gov/appeal-insurance-company-decision/appeals/ Also in Spanish
Activity:	Review the following list of State Insurance Mandates for Hearing Aids from the American Speech-Language-Hearing Association (ASHA). https://www.asha.org/advocacy/state/issues/ha_reimbursement/
Managing Healthcare Expenses	Being aware of state specific Insurance Programs, Health Savings Accounts, Care Credit and other available resources for managing healthcare related expenses can reduce the financial stress for families.
Activity:	Review the following resources with information about managing healthcare related expenses. https://www.carecredit.com/ https://www.healthcare.gov/glossary/health-savings-account-hsa/ Also in Spanish https://governmentgrant.com/health-grants https://www.healthcare.gov/medicaid-chip/getting-medicaid-chip/ Also in Spanish
Activity:	Find resources for childcare, health and social services, financial assistance, support for children with special needs, and more from various states/territories. https://www.childcareaware.org/resources/map/ Also in Spanish
Activity:	Learn about Supplemental Security Income (SSI) for children with disabilities and to review eligibility requirements. https://www.ssa.gov/pubs/EN-05-10026.pdf Also in Spanish , Arabic , Chinese , Farsi , French , Greek , Italian , Korean , Polish , Portuguese , Russian and Vietnamese

Family Support Activities

Construct 2B:

Systems Navigation & Transitions



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Component 1 - Specialists

Refers to the learning parent’s knowledge during system navigation and transitions to coordinate care with specialists, collaborate with stakeholders, provide a roadmap of care, and facilitate understanding of the role of the specialist(s).

TOPIC	FAMILY SUPPORT ACTIVITIES
Medical Home	Understanding a child’s Medical Home and the specialist’s roles will assist families with knowing who is responsible for the various aspects of the child’s care. Medical Home is not a place, but the way care is provided to a child and their family.
Activity:	Learn from the National Center for Medical Home Implementation about what is a medical home. https://downloads.aap.org/AAP/PDF/Medical%20Home/AAPMedicalHomeParents.pdf https://downloads.aap.org/AAP/PDF/Medical%20Home/PCMH-PCPCC-Infographic.pdf
Activity:	Read about the roles of providers and how they support a family with a child who is D/HH. https://www.babyhearing.org/language-learning/early-intervention-team <i>Also in Spanish</i>
Activity:	Review this summary of recommendations from the Joint Committee on Infant Hearing (JCIH) on the medical home and the providers that may be needed for follow up care. https://www.illinoisoundbeginnings.com/_files/ugd/d5e113_2da200c33dea4c9997c6395dc871a9bd.pdf
Collaboration	Working with the appropriate professionals during transition periods for a child is important in understanding the possible placement options and what may fit the child’s needs.
Activity:	Review Phonak’s Guide for Parent-Professional Partnerships in the Hearing Healthcare Setting which provides information about the importance of a child’s Hearing Care Provider (HCP) and the family working together in a mutually respectful relationship. https://www.handsandvoices.org/virtual-waiting-room/docs/Guide_parents_professionals_partnerships.pdf

Construct 2B - Systems Navigation & Transitions

Activity:	Read the <i>Transition to Preschool</i> article to understand the transition from Early Intervention to school age (Part B) services and which providers a family will collaborate with during the process. https://www.hv-library.com/early-intervention/transition-to-preschool/ <i>Also in Spanish</i>
Activity:	Use this webpage for school age children to understand the differences among the possible placement options and the professionals that serve within those settings. https://www.babyhearing.org/language-learning/school-placements <i>Also in Spanish</i>
Specialized Providers	Working with providers who have D/HH expertise is vital to the outcomes of children who are D/HH.
Activity:	Read this easy-to-understand guide for families on the 12 Joint Committee on Infant Hearing (JCIH) goals for information about Early Intervention best practices and tips on how to advocate for appropriate services. https://handsandvoices.org/resources/pubs/Final_8-30-2017.pdf <i>Also in Spanish</i>
Activity:	Review the <i>Family Guide to Audiology and Telehealth</i> . This Guide provides information about the significant role of Pediatric Audiologists, the importance of working together as a team with families, and how they can help with accessing services and resources a family may need. www.handsandvoices.org/virtual-waiting-room/docs/Family-Guide-to-Audiology.pdf

Component 2 - Services

Refers to community resources, health care, school, legal and regional services.

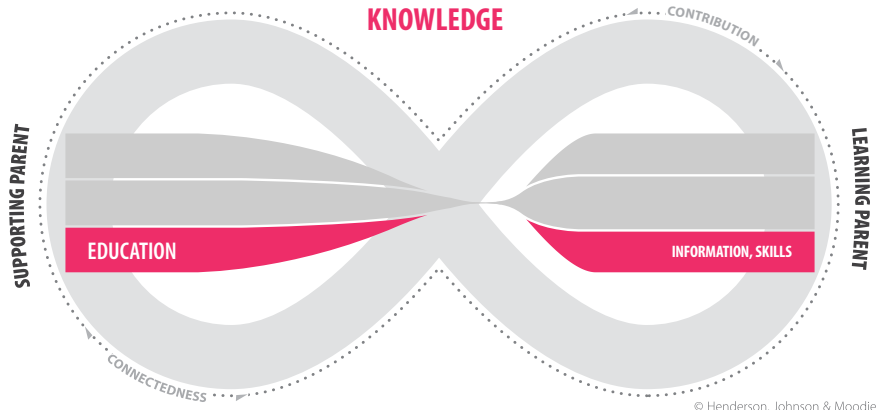
TOPIC	FAMILY SUPPORT ACTIVITIES
Parent/ Caregiver Role	Being comfortable and confident when advocating for a child's services helps families create better outcomes for their children.
Activity:	View "5 Reasons to saying Yes to Assessment" as a starting place for advocating for appropriate services. https://handsandvoices.org/fl3/resources/5reasons-assess.html <i>Also in Spanish</i>
Activity:	Review resources from the CDC that include PDFs of "Questions to Ask Your Child's ..." (these include Early Interventionists, ENT, Audiologist, SLP, Genetics Team, Medical Professional). https://www.cdc.gov/ncbddd/hearingloss/freematerials.html (some also in Spanish)

Construct 2B - Systems Navigation & Transitions

Activity:	Watch this short video of a Parent Advocate sharing tips about becoming their child's advocate. https://vimeo.com/328851217
Activity:	Learn how to prepare to be an effective part of the team for a child who is D/HH. https://www.babyhearing.org/language-learning/preparing-to-be-effective-team-member
Service Options	Finding appropriate service options and understanding the importance of timely access to services maximizes the outcomes for children who are D/HH.
Activity:	Review the following infographic that shares the importance of getting enrolled in Early Intervention as soon as a child is identified as Deaf or Hard of Hearing. https://handsandvoices.org/fl3/resources/8reasons-ehdi.html <i>Also in Spanish</i>
Activity:	Read chapters 5 & 6 in the NASDSE Guidelines Optimizing Outcomes for students who are Deaf or Hard of Hearing to learn more about possible educational, social, assistive technology, and support services that are available to families in the education setting. http://www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf
Transitions	Gathering resources to understand services during times of transition provides a family with the knowledge to navigate the system effectively.
Activity:	Review the following checklist intended to assist parents when considering preschool or kindergarten placement options for their deaf or hard of hearing child. Parent Checklist – preschool
Activity:	Read the following information 'What you Need to Know Before Your Child's Third Birthday: Early Childhood Transition Guidebook from the Pacer Center. Early Childhood Transition Guidebook


Family Support Activities

Construct 2C: Education





Component 1 - Information

Refers to providing accurate, well-balanced and comprehensive information regarding technological and research advancements, and educational, communication and assistive device options.



TOPIC	FAMILY SUPPORT ACTIVITIES
Appropriate Information	Receiving well-balanced and comprehensive information from providers will help a family be aware of the options with an understanding that decisions may change over time and with experiences.
Activity:	Review the “Parent’s Guide to D/HH Early Intervention Recommendations” to better understand best practices for early intervention and how to access appropriate services for children who are D/HH. https://www.handsandvoices.org/resources/pubs/Final_8-30-2017.pdf <i>Also in Spanish and Farsi. (handsandvoices.org/resources/jcih-parent-guide.html)</i>
Activity:	Review the EHDI-PALS website family resources. There are resources that assist families with understanding more about testing for a hearing difference in children, types of hearing technology, and much more. https://ehdi-pals.org/FamilyResources/FamilyResources.aspx#gsc.tab=0 <i>Also in Spanish</i>
Activity:	Watch the Hands & Voices video, which serves as a model for unbiased support to families and helps differentiate between a Personal Belief System and Bias. https://www.handsandvoices.org/fl3/basic-training/support-wo-bias.html
Communication Options	Locating and exploring unbiased information on communication options/ opportunities helps a family fully understand and feel confident in their decision.
 Activity:	Review the following CDC resources for Parents when making decisions about Communication and Language for the child. https://www.cdc.gov/ncbddd/hearingloss/freematerials/CommDecisionGUIDE3508.pdf <i>Also in Spanish</i>

Construct 2C - Education


 <p>Activity:</p>	<p>Watch the video from Maine Educational Center for the Deaf and Hard of Hearing that includes information about the different language and communication opportunities for a child who is Deaf or Hard of Hearing.</p> <p>https://www.youtube.com/watch?v=wEm_-Mjm0nM&t=55s <i>In English and ASL</i></p>
 <p>Activity:</p>	<p>Use the options and considerations listed on this webpage to better understand communication opportunities and determine which will meet the child's needs.</p> <p>https://www.babyhearing.org/parenting/communication-approach <i>Also in Spanish</i></p>
<p>Assistive Technology</p>	<p>Learning about assistive technology that could increase a child's access to information.</p>
<p>Activity:</p>	<p>Learn about various types of assistive technology and when they may be needed.</p> <p>https://www.asha.org/public/hearing/Hearing-Assistive-Technology/</p>
<p>Activity:</p>	<p>Read about different types of assistive technology that children may need as they grow, to support independence.</p> <p>https://www.babyhearing.org/devices/assistive-devices-for-children</p>

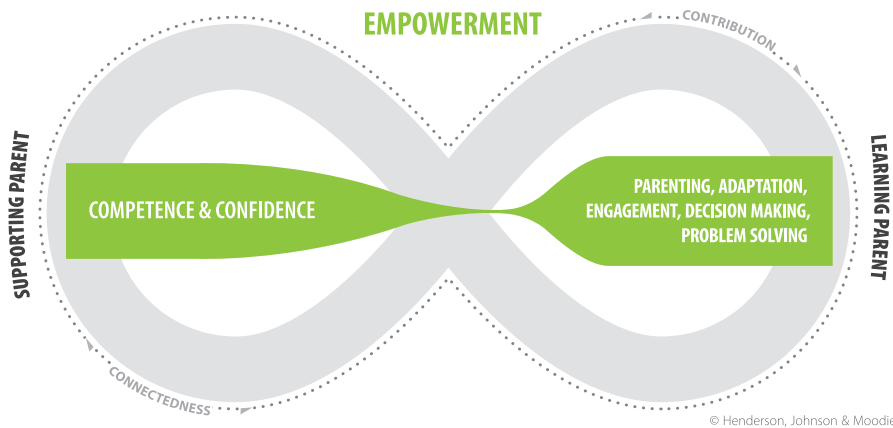
Component 2 - Skills

Refers to skill-based instruction and support, such as sign language and device-appropriate technological skills, as a supplement to specialized services and support.

TOPIC	FAMILY SUPPORT ACTIVITIES
<p>Provider Experience</p>	<p>It's important for a family to identify providers who are appropriately educated, trained, and have the experience and skills to work effectively with a child who is D/HH.</p>
<p>Activity:</p>	<p>Learn about the roles and duties of the providers families may come in contact with during Early Intervention by reading this parent education page from Illinois Sound Beginnings. https://www.illinoisoundbeginnings.com/_files/ugd/d5e113_69b6a87bdeb54c67bd-82135b9163492a.pdf</p>
<p>Activity:</p>	<p>Review the EHDI-Pals searchable national directory to find appropriately skilled providers for pediatric audiology services. https://ehdi-pals.org/#gsc.tab=0 <i>Also in Spanish</i></p>
<p>Engaging in Language</p>	<p>Families serve as the child's first language models so it's important to determine what supports and resources may be needed to further develop the parent/caregiver skills in supporting their child's language development.</p>
<p> Activity:</p>	<p>Learn more about communication and language development for a child who is D/HH. https://www.handsandvoices.org/fl3/topics/lang-lit-soc-development/language.html https://hearingfirst.org/ https://clerccenter.gallaudet.edu/ndec/</p>
<p> Activity:</p>	<p>Review the Language, Literacy, and Social-Emotional Tipsheets and watch the accompanying videos to assist in developing fun language learning activities. https://handsandvoices.org/fl3/topics/tipsheets.html <i>Also in Spanish</i></p> <p>Use the Family Activity Plan for Language, Literacy, and Social Emotional Skills to create fun, playful ways to include language learning into a child's day. https://handsandvoices.org/fl3/fl3-docs/parent-take-aways/activity-plan.pdf <i>Also in Spanish</i></p>

Construct 2C - Education

 <p>Activity:</p>	<p>Connect with a family support organization to learn from other families how they embed language learning into the family routine.</p> <p>To find a Family-Based Organization: https://www.handsandvoices.org/fl3/topics/fam-fam-support/need-support.html</p>
<p>Technology Skills</p>	<p>Finding resources or others who can help a family understand their child’s audiogram and operation/trouble shooting of the hearing device(s) the child uses will help the family feel more prepared and help the child have access to properly working devices.</p>
<p>Activity:</p>	<p>Use the EHDI-PALS website to understand diagnostic hearing tests, the Audiogram and what additional questions a family can ask the child’s Audiologist.</p> <p>https://www.ehdi-pals.org/FamilyResources/DiagnosticHearingTest.aspx#gsc.tab=0 <i>Also in Spanish</i></p>
<p>Activity:</p>	<p>Visit the John Tracy Center webpage for tips to keep on hearing devices (Cochlear Implants, Hearing Aids, etc.), terms commonly used, different types of hearing conditions (conductive, auditory neuropathy, single-sided, etc.) and much more.</p> <p>https://www.jtc.org/parent-resources/get-answers/audiology-hearing-loss-and-devices/ <i>Also in Spanish</i></p>
<p>Activity:</p>	<p>Use these online resources for knowledge and confidence in troubleshooting the child’s hearing technology.</p> <p>https://www.betterhearingjax.com/troubleshoot-cochlear-implant/ https://www.illinoisoundbeginnings.com/ha-troubleshooting <i>Also in Spanish</i></p>



CONSTRUCT 3

Empowerment

Construct 3A: Competence & Confidence

Component 1: Engagement: refers to the component of parent-to-parent support that helps with a parent's ability and readiness to optimize their parental role and engage in their child's habilitation process.

Component 2: Decision-Making: refers to the component of parent-to-parent support that provides access to knowledge and resources, and the opportunity to cultivate ideas for informed choice and decision-making.

Component 3: Parenting: refers to the component of parent-to-parent support that provides practical parenting skills (e.g. teaching their child to safely cross the street), offers parenting advice to improve parent-child interactions and encourages responsive parenting to support the child's communication development in daily life.

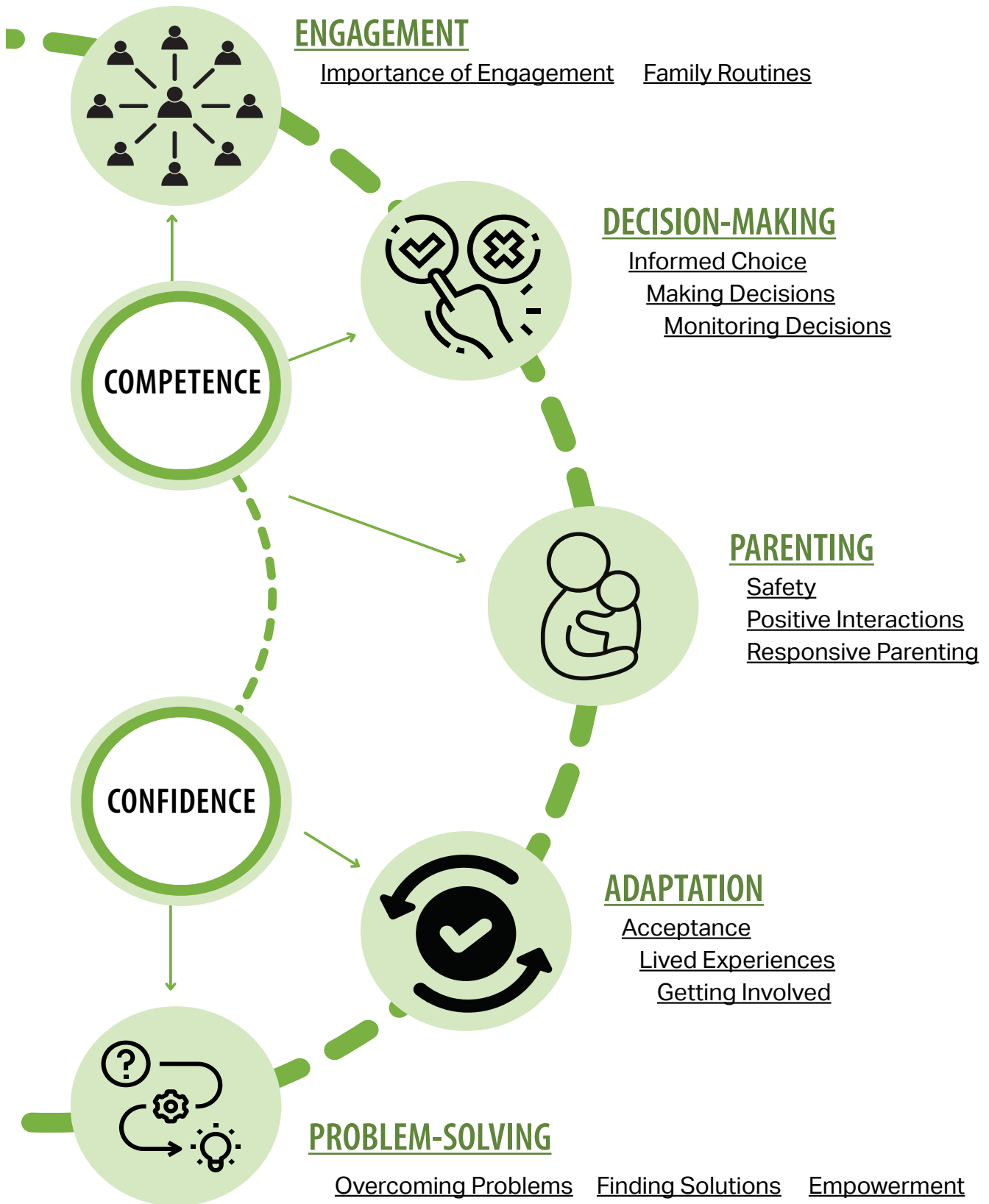
Component 4: Adaptation: describes the component of parent-to-parent support that helps with adjustment, acceptance, motivation, hopefulness, resilience, learning and optimism.

Component 5: Problem-Solving: refers to the component of parent-to-parent support that empowers parents to trust their coping abilities and acquire problem-solving skills specific to a child who is deaf or hard of hearing.

Family Learning Outcomes - In this construct parents/caregivers will:

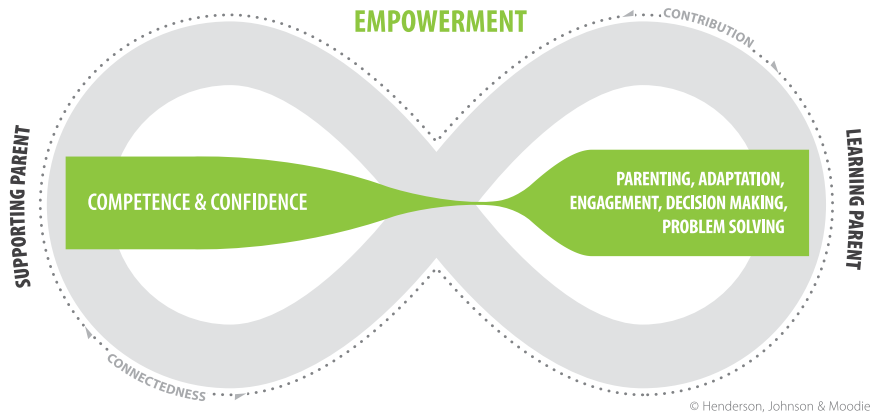
1. have less concern(s) because of connecting with a family support provider.
2. feel confident in how to use the information provided to them by the family support organization.
3. be more prepared to explain their child's needs to family and friends.
4. be able to discuss their child's needs with professionals.
5. know how to contact a family support provider.

Construct 3 Index– Empowerment







Family Support Activities

Construct 3A: Competence & Confidence





Component 1 - Engagement

Refers to the component of parent-to-parent support that helps with a parent’s ability and readiness to optimize their parental role and engage in their child’s habilitation process.




TOPIC	FAMILY SUPPORT ACTIVITIES
Importance of Engagement	It’s important for families to engage in a child’s language learning and growth early on to maximize the child’s development.
 Activity:	See how using a child’s interests makes experiences fun and support language development. https://www.babyhearing.org/language-learning/talk-about-what-interests-your-baby <i>Also in Spanish</i>
 Activity:	Learn about the strategy of keeping it short and simple when working on early stages of language development. https://www.babyhearing.org/language-learning/keep-it-simple <i>Also in Spanish</i>
 Activity:	Watch the following videos of two Moms sharing how they engaged in their child’s language learning. https://vimeo.com/497770528 https://vimeo.com/497759793
Family Routines	Incorporating a child’s habilitation or “learning” into family routines can improve a child’s progress while fostering parent/caregiver-child relationships.
 Activity:	Utilize the Family Activity Plan for Language, Literacy, and Social Emotional Skills to create fun, playful ways to include language learning into the child’s day. https://handsandvoices.org/fl3/fl3-docs/parent-take-aways/activity-plan.pdf <i>Also in Spanish</i> Use the Language and Literacy Tips to assist you in developing a Family Activity Plan. https://handsandvoices.org/fl3/topics/tipsheets.html <i>Also in Spanish</i>

Construct 3A - Competence & Confidence


 Activity:	Learn about how to create positive family interactions through daily routines. https://www.babyhearing.org/language-learning/daily-routines <i>Also in Spanish</i>
 Activity:	Reading is an important part of a daily routine. Use these tips sheets to help a child become a happy and confident reader. https://www.colorincolorado.org/reading-tip-sheets-parents#languages <i>Also in Arabic, Chinese, Diné (Navajo), French, Haitian Creole, Hmong, Korean, Portuguese, Russian, Spanish, Tagalog, Vietnamese.</i>

Component 2 - Decision-Making

Refers to the component of parent-to-parent support that provides access to knowledge and resources, and the opportunity to cultivate ideas for informed choice and decision-making.


TOPIC	FAMILY SUPPORT ACTIVITIES
Informed Choice	Understanding what informed choice means can guide a family’s knowledge to confidently make decisions.
 Activity:	Learn more about the parent/caregiver role in decision making for a child who is D/HH. https://handsandvoices.org/comcon/articles/comchoices_decisionmaking.htm
Activity:	Read “A Parent’s Right to Choose” an article written by a parent sharing her experience. https://www.hv-library.com/family-perspective/a-parents-right-to-choose/
 Activity:	Watch the video from the Maine Educational Center for the Deaf and Hard of Hearing “Exploring Language and Communications Opportunities” (ELCO) process. https://www.youtube.com/watch?v=wEm_-Mjm0nM&t=55s <i>In English and ASL</i>
Making Decisions	Using informed choice through tools, trainings and/or a pros/cons list can help guide families to a decision that works for them.
 Activity:	Utilize tools like the CDC Decision Making Guide when considering communication choices for the child who is D/HH. The steps outlined in this tool could also apply to decision making for other needs. https://www.cdc.gov/ncbddd/hearingloss/freematerials/CommDecisionGUIDE3508.pdf <i>Also in Spanish</i>

Construct 3A - Competence & Confidence




Activity:	See the six steps to decision making from babyhearing.org. https://www.babyhearing.org/parenting/decision-modifications <i>Also in Spanish</i>
Monitoring Decisions	Monitoring the child's progress over time leads to understanding if the decisions that have been made are working for the child and if not, the family can change their decisions.
Activity:	Read more about understanding that progress takes time for children who are D/HH and the importance of celebrating accomplishments as they come. https://www.babyhearing.org/parenting/delight-in-the-little-things <i>Also in Spanish</i> https://www.hv-library.com/family-perspective-0-3/seeing-the-gifts-first/
 Activity:	Review these comprehensive lists of language assessments that can be used to monitor progress and identify gaps in the child's language development. https://www.in.gov/health/files/IDEAL%20Tools%20and%20Assessments%20List.pdf https://www.handsandvoices.org/astra/docs/09-common%20assessments.pdf

Component 3 - Parenting

Refers to the component of parent-to-parent support that provides practical parenting skills (e.g. teaching their child to safely cross the street), offers parenting advice to improve parent-child interactions and encourages responsive parenting to support the child's communication development in daily life.

TOPIC	FAMILY SUPPORT ACTIVITIES
Safety	Getting tips and help for raising a child who is D/HH and keeping them safe can give families ideas to avoid issues and make it easier to handle difficult times.
Activity:	Watch the short video that is an introduction to the Hands & Voices O.U.R. (Observe, Understand & Respond) Children's Safety Project and the Parent Safety Tool Kit. https://vimeo.com/492281992 Review the O.U.R. Project Parent Safety Toolkit https://www.handsandvoices.org/pdf/OUR-Toolkit.pdf
 Activity:	Choose books or videos that emphasize safety to watch or read to/with the child who is D/HH. https://www.handsandvoices.org/resources/pubs/OURChildrenVookClubSept2021.pdf

Construct 3A - Competence & Confidence

<p>Activity:</p>	<p>Learn about Kidpower International’s “7 Strategies for Keeping Your Child Safe”. https://www.kidpower.org/library/article/7-kidpower-strategies-for-keeping-your-child-safe/ Also in Spanish</p>
<p>Positive Interactions</p>	<p>Learning about activities and getting tips from other families who have children who are D/HH can help promote positive parent/caregiver-child interactions.</p>
<p>Activity:</p>	<p>Read this resource to learn positive parenting tips at different ages. https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/index.html Also in Spanish</p>
<p> Activity:</p>	<p>Learn more about providing choices to the child as a parenting tool to promote positive behavior while helping the child gain independence and confidence. https://www.babyhearing.org/parenting/positive-attention Also in Spanish https://www.babyhearing.org/parenting/helping-child-make-choices Also in Spanish</p>
<p>Activity:</p>	<p>Gain tips on how to use praise effectively to promote positive actions and behaviors. https://www.babyhearing.org/parenting/using-praise-effectively Also in Spanish</p>
<p>Responsive Parenting</p>	<p>Responding to a child’s needs with effective communication methods helps create positive interactions between families and children.</p>
<p>Activity:</p>	<p>Capture your thoughts in the Hands & Voices Fostering Joy Journal which helps families tend to the child’s positive emotional development as well as the family’s own well-being. https://www.handsandvoices.org/resources/fostering-joy/journal.html Also in Spanish</p>
<p> Activity:</p>	<p>Discover tips on taking turns in conversations to help the family create positive interactions and build language skills for the child. https://www.babyhearing.org/language-learning/participating-in-family-communication Also in Spanish</p>
<p> Activity:</p>	<p>Learn tips on how to positively interact with a child who is D/HH even if the communication is not always clear or understandable. https://www.babyhearing.org/language-learning/affirm-to-support-turns Also in Spanish</p>

Component 4 - Adaptation

Describes the component of parent-to-parent support that helps with adjustment, acceptance, motivation, hopefulness, resilience, learning and optimism.

TOPIC	FAMILY SUPPORT ACTIVITIES
Acceptance	A family may need time to adapt and accept the news about a child’s hearing status. Learning and receiving support from others can lead to acceptance.
Activity:	Watch the video “My Wish” from Hands & Voices, where parents and caregivers from all over the country sent in pictures of their children who are D/HH. The smiles on their faces show the happiness and potential in these children’s lives. https://vimeo.com/637557516
Activity:	Use this list to find mental health organizations to help families manage the emotions and feelings that they may experience after learning about their child’s hearing status and healthcare needs. https://arc.mhanational.org/find-affiliate
Activity:	Learn from other families who share about when they knew they accepted their child’s diagnosis. https://www.hv-library.com/social-emotional/the-journey-of-acceptance/
Lived Experiences	Learning from the different experiences and opinions of Deaf and Hard of Hearing adults and parents of children who are D/HH can help families feel positive and hopeful for the child’s future.
Activity:	View videos and read stories shared from students and adults who are D/HH. https://www.handsandvoices.org/resources/D/HH_adults.html <i>Some in English and some in ASL</i> https://www.handsandvoices.org/fl3/topics/D/HH-involvement/resources.html <i>Some in English, Cued English, and ASL</i>
Activity:	Watch this inspiring story of one parent sharing her experience in choosing deafness. https://vimeo.com/620077166
Activity:	Explore what questions a family may want to ask an adult who is D/HH. https://www.hv-library.com/in-a-perfect-world/still-relevant-after-all-these-years/

Construct 3A - Competence & Confidence

Getting Involved	Often families are inspired to share their experiences and knowledge with others after finding confidence and hope parenting a child who is D/HH.
Activity:	Connect with Hands & Voices to get involved. https://handsandvoices.org/chapters/starts.htm *Not a chapter where you are located, no worries, review this list of family organizations. https://www.handsandvoices.org/fl3/topics/fam-fam-support/need-support.html
Activity:	View this video from two parent leaders from different backgrounds as they share their involvement in organizations that serve children who are D/HH. https://vimeo.com/740810377
Activity:	Learn more about family engagement from ECTAC, the Early Childhood Technical Assistance Center. http://ectacenter.org/topics/familyeng/familyeng.asp

Component 5 - Problem-Solving

Refers to the component of parent-to-parent support that empowers parents to trust their coping abilities and acquire problem-solving skills specific to a child who is deaf or hard of hearing.

TOPIC	FAMILY SUPPORT ACTIVITIES
Overcoming Problems	Looking back on past challenges can help a family have confidence in their ability to handle difficult times in the future.
Activity:	Hear from other parents about the importance of understanding what being D/HH really means and how that understanding leads to a healthy adjustment and coping. https://www.babyhearing.org/parenting/coping-strategies-for-parents <i>Also in Spanish</i>
Activity:	Read this article to learn how positive problem solving can create happier, healthier, and stronger family relationships. https://www.linkedin.com/pulse/problem-solving-skills-strengthen-relationships-terry

Construct 3A - Competence & Confidence

Finding Solutions	Families can find solutions by understanding the steps to solve problems and by talking to others.
Activity:	Gather advice from other families on parenting a child who is D/HH. https://www.babyhearing.org/parenting/important-decisions-family-will-make <i>Also in Spanish</i>
Activity:	Learn the steps to effectively problem solve by reading this article. https://www.pubs.ext.vt.edu/content/dam/pubs_ext_vt_edu/350/350-091/350-091_pdf.pdf
Activity:	Read about collaborative problem solving which builds skills within children to help them navigate challenging situations. https://thinkkids.org/cps-overview/
Empowerment	A feeling of strength and confidence comes from solving challenging situations and understanding what led to the solution.
Activity:	Read advice from other families about decision making for learning what works for a child who is D/HH. https://www.babyhearing.org/parenting/what-if-we-make-the-wrong-decision <i>Also in Spanish</i> https://www.babyhearing.org/parenting/when-others-disagree-with-your-decisions <i>Also in Spanish</i>
Activity:	Read reflections from parents in the Hands & Voices “The Empowered Parent” book. https://handsandvoices.org/resources/products.htm
Activity:	Watch this uplifting video where a mother shares her inspiring story of love and leadership. https://vimeo.com/620077166

