



## Training Resources Supplementing Hands & Voices

### FL3 Guidelines for Deaf and Hard of Hearing Mentor/Guide/Role Model Programs

<https://www.handsandvoices.org/fl3/fl3-docs/DHH-Guidelines.pdf>

*Quality Deaf Mentor and DHH Guide and Role Model programs have training programs in place to provide a standard of care for services. This practice ensures families receive services by D/HH mentors/guides/role models who understand and honor the complexity of a family's journey and adhere to a consistent level of professionalism.*

The following outline is pulled from page 7 "Training Practices" from the above-mentioned Guidelines with related resources/activities added under each number item. This is not an exhaustive list of resources/activities. Notes from FL3 FBO Office Hours are available upon request. Consultation and technical assistance are available through the FL3 staff: [FL3@handsandvoices.org](mailto:FL3@handsandvoices.org)

**Training for D/HH mentor/guide/role models** will be provided by individuals with the necessary qualifications to effectively train staff in:

1. Unbiased delivery of support and respect for parent choice, i.e. informed parent decision-making, including honoring a family's decision around technology use or not, language and communication modality or educational placement of the child.
  - a. **Checklist: Program Implementation of Unbiased Support for Families With D/HH Children**  
<https://www.handsandvoices.org/fl3/fl3-docs/NewUnbiased-CHECKLIST.pdf>
  - b. **FL3 FBO Office Hours-June 2018 "Art of Unbiased Support" Notes available**
  - c. **Supporting Families Without Bias Article**  
[http://www.handsandvoices.org/articles/docs/wo\\_bias.pdf](http://www.handsandvoices.org/articles/docs/wo_bias.pdf)
2. How the mentor/guide/role model describes their personal background to help the family understand the circumstances surrounding their language acquisition/communication, educational placement, technology choices, etc.
  - a. **Hands & Voices FL3 - virtual training on Supporting Families Without Bias**
  - b. **CDC Decision Guide to Communication Choices**  
<https://www.cdc.gov/ncbddd/hearingloss/freematerials.html>
  - a. **The Parent Perspective of D/HH Guides, Mentors, and Role Models in the EHDI System**  
<http://www.handsandvoices.org/fl3/media/webinar-6-26-2019.html>
  - b. **You too? Me too! The Impact of Deaf and Hard of Hearing Adults on the Parenting Journey**  
<https://handsandvoices.org/fl3/media/webinar-9-29-2017.html>

- c. **A Community of Support**  
<http://www.handsandvoices.org/resources/pubs/connecting-fams-guide.pdf>
  - d. **Stories and videos of Deaf and Hard of Hearing Adults**  
[http://www.handsandvoices.org/resources/dhh\\_adults.html](http://www.handsandvoices.org/resources/dhh_adults.html)
  - e. **FL3 FBO Office Hours – February 2019 “Building Family – D/HH Adult Relationships”**  
Notes available
3. How mentor/guide/role model will share positive experiences from their life to explain their story, refrain from sharing negative experiences or specifying specific people/programs/names related to negative experiences.
    - a. **Role playing**
  4. How to determine limitations of one’s own experience, knowledge base, or training and when to refer families to someone else with more expertise or experience.
    - a. **Case conferencing, role playing, community resource knowledge**
  5. Services provided to families delivered with adherence to confidentiality and safety rules.
    - a. **Cover HIPAA and FERPA practices**
    - b. **Home visiting safety**
  6. Appropriate expectations/professionalism by staff (appointments kept, professional boundaries established and maintained, staying within the scope of mentor/guide/role model job description despite professional background in another area).
    - a. **Organization/program/staff expectations/observation and feedback**
  7. Necessary documentation and reporting of activities to meet program and funding requirements and to provide families with strategies and progress updates.
    - a. **Local EHDI contract/work plan requirements**
    - b. **FL3 FBO Office Hours – May 2019 “Program Evaluation Tools”**  
Notes available
  8. Referral process to other D/HH mentor/guide/role models and outside programs
    - a. **National Center for Hearing Assessment and Management (NCHAM) Database of Deaf/Hard of Hearing Adult Involvement Programs by State**  
<http://infantheating.org/dhhadultinvolvement/states/index.html>
    - b. **Local resource directory and roadmaps**
  9. For ASL or cued speech instructors, age-appropriate strategies and techniques for teaching sign language or cued speech to families and assessing language development by child and families
    - a. **Gallaudet University VL2 ASL Assessment Toolkits**  
<https://vl2.gallaudet.edu/resources/asl-assessment-toolkits/>
    - b. **National Cued Speech Association (NCSA) Expressive Cued Speech Skills Assessments**  
<http://www.cuedspeech.org/professionals/assessments>
  10. Other
    - a. **Creating Cohesive Deaf and Hard of Hearing Leadership in EHDI Systems and Beyond**  
<https://ehdimeeting.org/archive/2019/schedule/griddetails.cfm?aid=10176&pg=inst&day>