Greetings!

Spring has sprung in many areas, while others are crawling towards warmer weather. Meanwhile no matter where you are, things keep moving forward here at the FL3 program.

Partner Spotlight

Clerc Center Webcasts

The Clerc Center presents a lineup of free webcasts to address professional development interests. The webcasts are a convenient way to meet professional development requirements, as well as supply families with needed resources. Without incurring traveling expenses or workshop fees, individual educators, professionals, and parents can interact with professionals in the field of deaf education.
Make sure and check out the new tip sheets that were developed with assistance of the Language and Literacy Advisory Board. We are excited about the the practical application opportunities for families. As a reminder, you can find all of our past projects posted on the website.

As always, if you have questions or need help please don't hesitate to reach out to us. You can direct any FL3 questions to the FL3 Team.

Warm wishes,
The FL3 Team

Needs Assessment: Did You Know?
One of the topic areas from the National Needs Assessment was finding out the types of support families received or wish they had received when their child was diagnosed as D/HH.

Key findings from this assessment were that: families need to be offered comprehensive information at different points in their child's life; families need coordinated, trusted support and resources; families need support from other parents who share their lived experience; and underserved families need additional support.

How is your FBO or EHDI program sharing trusted resources with families, are they shared regularly, what kinds of resources are you sharing upon diagnosis?

View the Full FL3 Needs Assessment Report.

Signs of Success in Parent Engagement in EHDI Systems

Interview with Pam Aasen
EHDI Mentoring & Family Support Project Director
SPAN Parent Advocacy Center of New Jersey

Pam Aasen knows first-hand the impact of connecting parents with other parents when families have children who are deaf or hard of hearing (D/HH). She is the parent of two teens who are DeafBlind and has been hired by SPAN Parent Advocacy Center in New Jersey to collaborate with
incorporate evidence-based hearing screening across any number of service settings. Taking only a few minutes to complete, OAE screening is increasingly being used in Early Head Start and Head Start programs, Part C and Part/619 programs, and even as a part of well child visits provided by some health care providers. Unfortunately, despite the compelling evidence of the efficacy of OAE screening for identifying children who may be at risk for permanent hearing loss, this is not yet uniform practice in any of these settings where it is still not entirely uncommon to find out-of-date subjective hearing screenings being done, or, in some cases, no hearing screenings at all during the early childhood period.

While monitoring and promoting language development during the early childhood years is widely championed by most early care and education providers, knowledge and skills for implementing evidence-based objective hearing screenings has lagged behind, and so have the identifications of some children who have hearing loss.

Pam feels the NJ EHDI Learning Community has been one of SPAN's most "promising practices." The group is comprised of parents of children who are D/HH and are eager to share their experiences to create positive change for other families. The group has already created a family-friendly letter that will be provided to parents of children who recently have been identified as D/HH. This letter replaces an existing "Next Steps" checklist of recommended follow-up appointments, by offering a warm welcome from parents who have 'walked in their shoes.'

After attending the FL3 Family-Based Organization Meeting at the 2019 EHDI Conference and seeing an example of a custom-made notecard, the group will be converting the letter to that format. The parents currently serving on the Learning Community have had educational opportunities, including the National Center for Family Professional Partnerships' "Serving on Groups" training and will become part of the NJ Statewide Parent to Parent network. These and other trained parent leaders will participate in focus groups across the state to assist SPAN and other stakeholders in developing a Deaf Mentor program through funding from the "Leveling the Playing Field" initiative.

Pam said using the FL3 Needs Assessment as a guide about what families want and need from their State EHDI program has been very helpful. She credits their program's success to a combination of factors: the support of SPAN; close collaboration with the NJ EHDI program and technical assistance from Hands & Voices FL3 staff. Just like a new parent needs support from a variety of sources, a parent leader also needs support from diverse groups, all working together to achieve the same goals. Thank you, Pam, for sharing what has been working in NJ!

Tip Sheets on Children's Healthy Language, Literacy, and Social Emotional Development

Eight Parent Take-aways Released

Eight different tip-sheets were created for parents and caretakers of children who are deaf or hard of hearing. They
briefly describe the developmental process of infants and toddlers who are post-identified with a hearing condition for cognitive, social, emotional, language (semantics, syntax-morphology, pragmatics, phonology -auditory and visual), and literacy development.

These tip sheets provide suggestions for parents and caretakers, for fun, everyday activities to enhance a baby's development in each of these areas. They were designed to allow families and caretakers to pick an activity or two to include in the baby's daily routine.

Check out the eight tip-sheets!