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VOICES™**

*"What works
for your child
is what makes
the choice right"™*



**Family
Leadership in
Language &
Learning
(FL3)**



May - June E-news

Partner Spotlight



**LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER**

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



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.

from the comfort and convenience of their own office, school location, or home computer. It's also possible for groups of colleagues, teachers, and/or families to view the webcasts from one central location.

All webcasts can be accessed with American Sign Language (ASL), spoken English, and captions.

View archived [Clerc Center webinars](#).



The Coffee Break Webinar: Better Speech and Hearing Month

The Role of Periodic Early Childhood Hearing Screening in Promoting Early Language Development

May 7, 2019 12pm MST

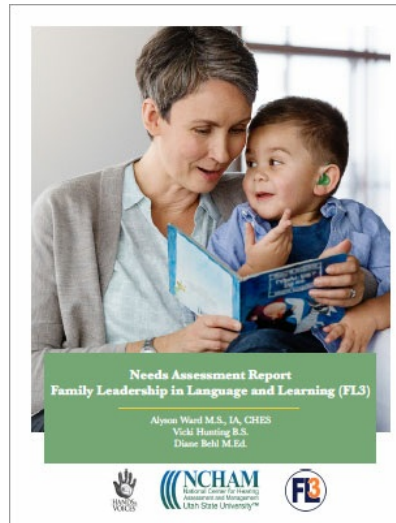
Research indicates that by the time children enter school, at least 6 in 1000 have permanent hearing loss. Newborn hearing screening is able to identify approximately half of these children (3 in 1000), but what about the other half who experience late onset or progressive hearing loss or who were missed by newborn screening efforts?

Each day in the life of a young child with an undetected hearing loss is a day without full access to language. When hearing loss is not identified early, the resulting language deficits can become overwhelming obstacles to literacy, educational achievement, socialization, and school readiness. The availability of a technology called otoacoustic emissions (OAE) hearing screening means that early care and education providers can be trained to

Make sure you view our 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.

To Join (no need to register) just go to [the following](#) at the time of the webinar.



their state's Early Hearing Detection and Intervention (EHDI) program: to increase parent engagement, to enrich parent support services and establish New Jersey's first Deaf Mentor Program.

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!



Parent Take-aways Cognitive Development



IN MANY WAYS, THE MIND IS YOUR CHILD'S FIRST PLAYGROUND! THERE ARE MANY WAYS IN WHICH COGNITIVE DEVELOPMENT IN DEAF OR HARD OF HEARING (DHH) CHILDREN IS JUST LIKE THAT IN HEARING CHILDREN. HOWEVER, THERE ARE A HANDFUL OF AREAS WHERE DHH KIDS SEEM TO BE AT GREATER RISK FOR DIFFICULTY OR DELAY.

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 that own unique experiences can contribute to fostering healthy cognitive development.

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

- ✓ Notice what captures your child's attention and attend to that, as well.
- ✓ Facilitate eye contact.
- ✓ Play/reading games that peek-a-boo.
- ✓ Watch how your child plays with objects to better understand how the child is understanding the world.
- ✓ Comment on your child's play by offering words to describe what the child is doing and how things are categorized (e.g., "You are taking care of your stuffed animals- just like a mom!" or "These 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.
- ✓ Play with obstacles, doing things that are unexpected and surprising.
- ✓ Ask your child about feelings and thoughts of other people, animals, or toys.
- ✓ Use mental-state language, e.g. "What will happen?"

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