



**HANDS &
VOICES™**

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



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



January - February E-news

Partner Spotlight



Website Resources

NCHAM hosts several resources on their website to help achieve their overarching goal: *To ensure all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate audiological educational, and medical intervention.*

The website includes subject matter such as EHDI/UNHS Resources, EHDI Systems, Upcoming and Archived Webinars, State EHDI Information, EHDI Legislation



Greetings!

Happy New Year! There is always something exciting about the promise of the new year and reflecting on the past year. Here at the FL3 Project, we are moving into the last quarter of the current cooperative agreement. We've taken a moment to reflect on all that has been accomplished over the past three years.

The [FL3 Website](#) was created to gather the information that

and more.

Be sure to check out all that they have to offer on [NCHAM's website](#).



DHH Guidelines

HANDS & VOICES
FAMILY LEADERSHIP IN
LANGUAGE & LEARNING (FL3)

DHH GUIDELINES

GUIDELINES FOR
DEAF AND HARD
OF HEARING
MENTOR/GUIDE/
ROLE MODEL PROGRAMS



2020 is a great time to open the [DHH Guidelines](#) and increase your awareness of the terms DHH Mentors, Guides and Role Models.

Please reach out to [Karen Putz](#) or [Stephanie Olson](#) for additional information on the impact of D/HH mentors, guides and role models on the parenting journey.

H&V Annual Report Released

If you are interested in learning more about Hands & Voices activities, check

has been developed and shared since the start of the project. It is divided into the four main categories that are priorities of the FL3. You can find information on [DHH Involvement](#); [Language, Literacy, and Social-Emotional Development](#); [Family-to-Family Support](#); and [Family Leadership](#). In addition to the topical areas, you can find archived webinars and trainings, guidelines, state funded Family-Based Organizations (FBOs), and past communications.

There is a lot of information that has been gathered and created. If you haven't looked at the website lately, go check it out.

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 and Happy New Year,
The FL3 Team

Tips for Family Gatherings by Terri Patterson, H&V FL3 Liaison to FBOs

We love the holidays, right? Festive decorations, family and friends, parties, traditions and deadlines, colds, bad weather and crowds that can all lead to increased stress and anxiety for even the best of us. We know that our children pick up on our stress, so what can we do to help them? First, we must build (or regain) our own emotional well-being to positively impact the emotional well-being of our child. As a parent of a child who is deaf or hard of hearing, it is important to understand that deafness and hearing loss does not necessarily impact your child's social and emotional development, but it can. Your family's goals for social-emotional development should be the same goals as for any child. While deafness may change some things about how you interact and communicate with your child, there are many ways to support your child's social-emotional development and well-being.

As noted in an article written by H&V parent leader, Lorna Irwin, "You've done whatever you need to do to give your deaf or hard of hearing child access to communication at home through amplification, creating a good listening environment and/or employing some form of visual communication. Suddenly the holidays arrive; the extended family gathers, the noise level goes up, and it's enough to confuse any child, let alone one who can't hear everything that's going on. How can you reduce the stress

out the recently released [2018-2019 Annual Report](#).



The Linguistic Genius of Babies - A One Day Early Learning Conference A Collaboration of AG Bell, Hearing First, and NCHAM

This session will be on March 7, 2020. A One Day Early Learning Conference, an interactive learning experience leading up to the 19th Annual Early Hearing Detection & Intervention Meeting taking place March 8-10, 2020. [Learn more](#) about this session.



of family events, and even turn them into something meaningful and memorable? We've gathered the following tips from Idaho Hands & Voices families and other sources." [This article](#) provides more insight into our lives during this time of year and includes tips and examples on how to better support our children who are D/HH.

For more resources and easy tips to incorporate into your daily routines, and not just survive the holiday season, but enjoy it, check out this Hands & Voices FL3 [Language & Literacy Tipsheet](#), and [Maximizing Your Child's Visual Access](#): Tips to Create a Visually Rich World for Your Child who is Deaf or Hard of Hearing.

JEHDI Article: Findings from the FL3 Needs Assessment

The Current Issue (Volume 4, Issue 3 (2019) of The Journal of Early Hearing Detection and Intervention (JEHDI) was recently released. In this issue, you'll find an article titled *Supporting Families of a Deaf or Hard of Hearing Child: Key Findings from a National Needs Assessment*. This article focuses specifically on the answers to two questions from the National Needs Assessment: 1) What types of support did families receive or wish they had received when their child was diagnosed as D/HH, and 2) What are EHDI programs and FBOs doing to support parents. [Click here](#) to read the full article and learn about the key findings.



2020 Family Leadership in EHDI Programs Award

Nominations are invited for the Family Leadership in EHDI Programs to be presented at the 2020 National EHDI Meeting in Kansas City, MO. This is the fourth year for this award which honors a parent or family member of a child who is deaf or hard of hearing (DHH) who provides exemplary leadership in their state EHDI system. NCHAM's Family Advisory Committee will review nominations and select the recipient. The award will be announced at the EHDI meeting on Monday, March 9th, 2020.

[Click Here](#) for more Information

Spotlight on Success Assessing the EHDI System in WA

By Christine Griffin, Washington Hands & Voices

For nearly two years, Washington State stakeholders have been meeting biannually at our state's EHDDI Advisory Committee group meeting. Stakeholders include professionals, Deaf adults, and family members. Through an initial inquiry process, the group determined to focus on a variety of Deaf and Hard of Hearing topics in order to increase positive outcomes for families in our state.

During our fall 2018 EHDDI Advisory group meeting, the discussion landed on the challenges families face in transitioning from early intervention services. It was therefore decided that "transition from early intervention services" would be the focus for our June 2019 meeting. As a representative of Washington Hands & Voices and our state's family-based organization, my role has been to emphasize family perspectives at these meetings. For June's meeting, we chose to highlight the family perspective by providing a panel discussion and survey of parents to share their experiences of transitioning from early intervention.

The survey was sent out to audiologists, EI providers, families, and to Facebook users. Families who participated in the survey had children who were 3-6 years of age. A Spanish version of the survey was also sent out (hard copy and online) which received no responses. In total 11 families responded from 6 different counties, most of whom were families living in urban and high-density areas of the state.

Of the 11 families, 46% responded they were dissatisfied with their transition process. The main cause of their dissatisfaction was based on the final outcomes of their transition, which included decisions about placement and the amount of services provided. Other concerns came from unsolicited comments or opinions by Part B staff regarding the family's choice of communication for their child.

When asked what families wanted more of during the transition from early intervention services, families said they wanted:

- * Ways to help me be a stronger advocate for my child
- * More information about the different types of evaluations for eligibility for preschool services (meaning what the school district will allow, as well as other areas such as self-advocacy and social emotional)
- * How they can share concerns or input with my child's team
- * Knowing the different program and placements my child can attend. (One parent remarked that it would be helpful to know this a month before the transition meeting, to give families more time to learn about options.)

At the meeting, three families joined as panel members to share their perspectives on the transition process. The families resided in different parts of the state including very rural areas, and whose children have a variety of hearing levels and use different types and combinations of communication. Questions for the panel were created by input from the EHDDI Advisory members and the families had a month to prepare their responses. A one-page infographic of the responses was created and handed out to EHDDI Advisory committee members and guests during the meeting.

What made this sharing impactful was having a balance of stakeholders in attendance. As a result, representatives from our state's early intervention program and public education agency learned firsthand the current challenges parents and caregivers face when advocating for their child. In the afternoon, panel members were invited to stay to help move the discussion forward to identify next steps needed to begin improving the transition process for families in our state.

By bringing our community of stakeholders together we have become much more collaborative and cohesive. We are able to form a shared language and as a result work in partnership to tackle difficult issues for our families and for those that serve and support them.

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