

How to use the Hands & Voices Family Support Activities Guide



HANDS &
VOICES™



GUIDE BY
YOUR SIDE™

Welcome!



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EHDI's Full Circle of Support

EHDI programs oversee newborn screening, follow-up and intervention with the **benchmarks of 1-3-6**.

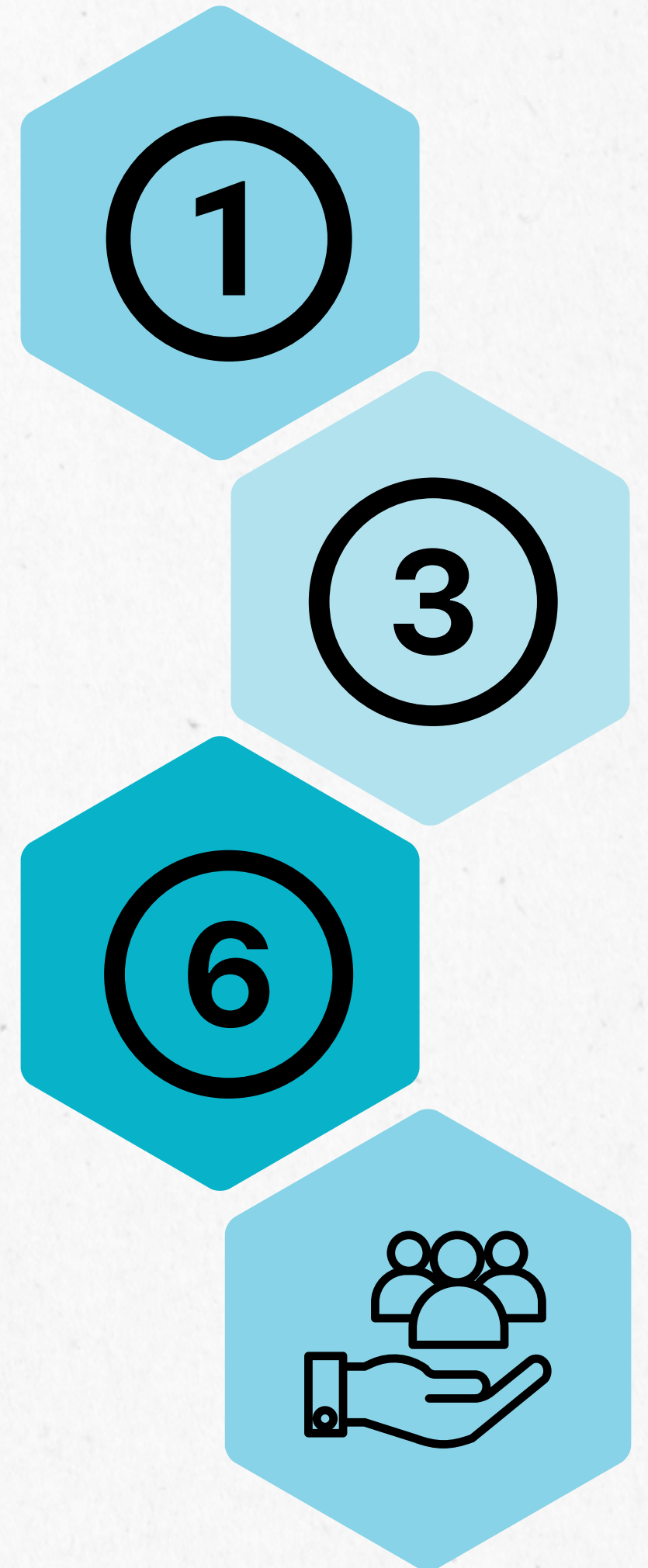
The majority of these children will be born to parents with typical hearing who were **not expecting the diagnosis**.

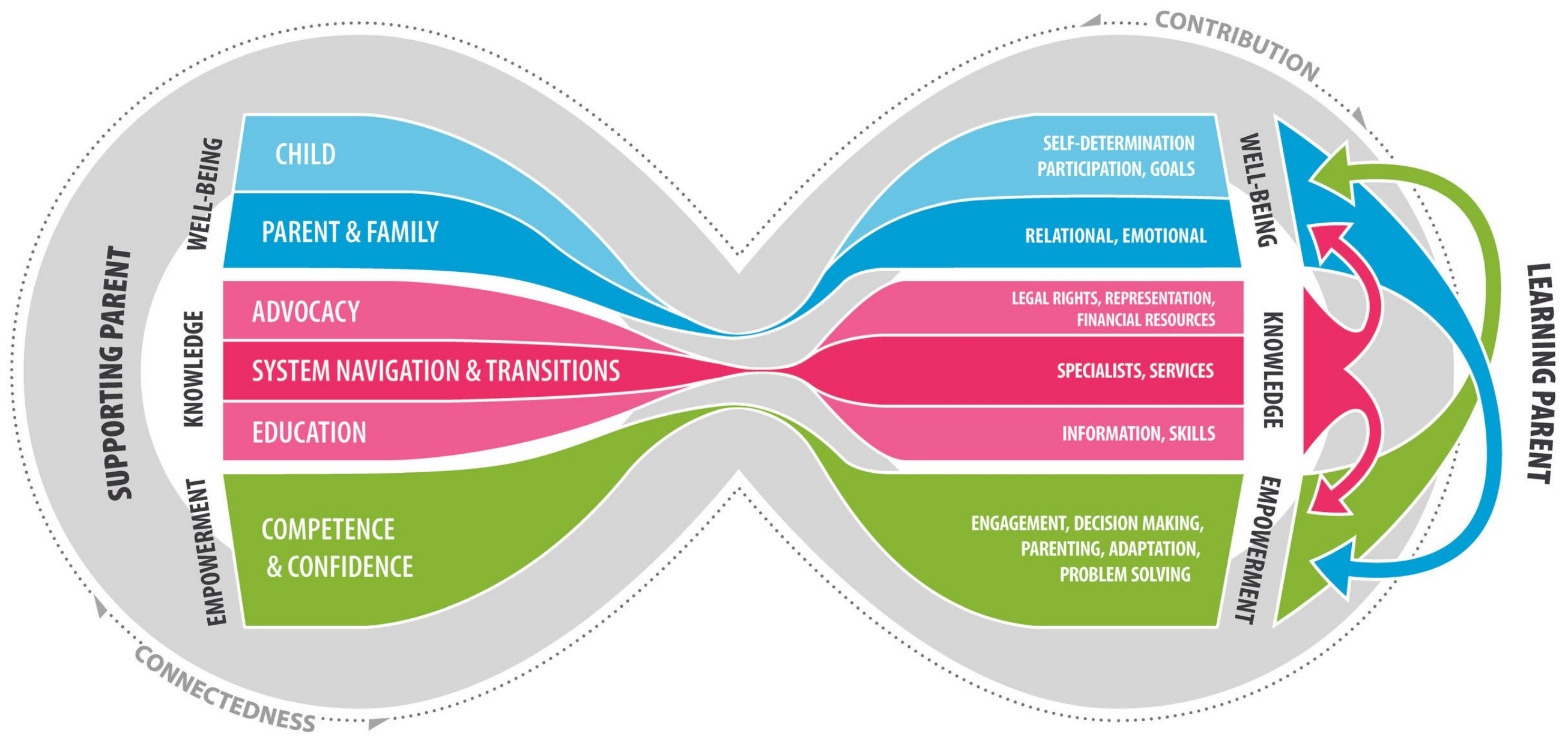
The Joint Committee on Infant Hearing (JCIH, 2007, 2013, 2019) identified **parent-to-parent support as an important component** of EHDI programs for children who are Deaf or Hard of Hearing.

EHDI Legislation states referrals from EHDI programs should also include family support in addition to **support from individuals who are D/HH**.

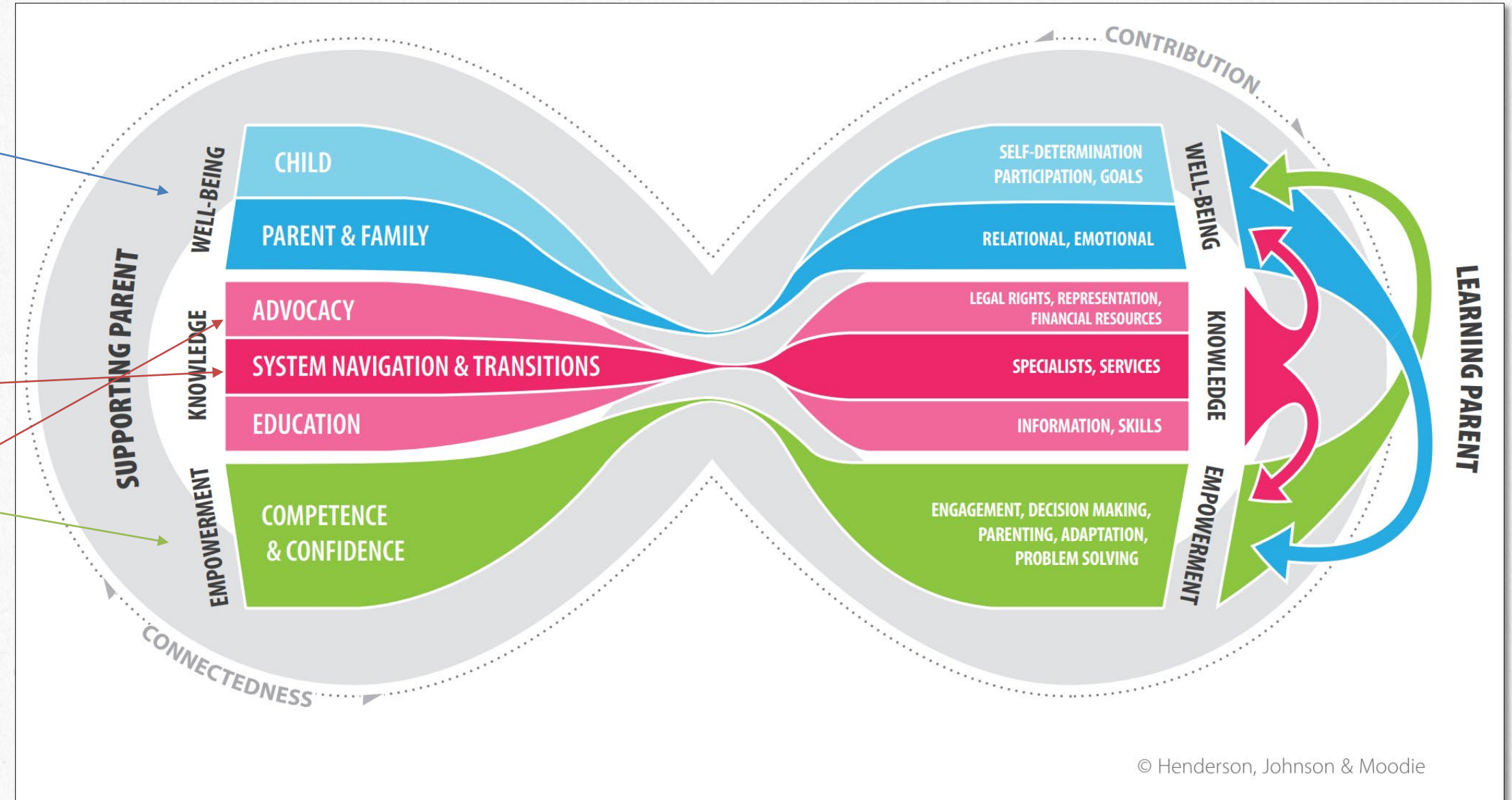
Health Resources Services Administration (HRSA) also recommends that EHDI programs use funding to provide family support.

<https://www.infanthearing.org/legislation/federal.html>





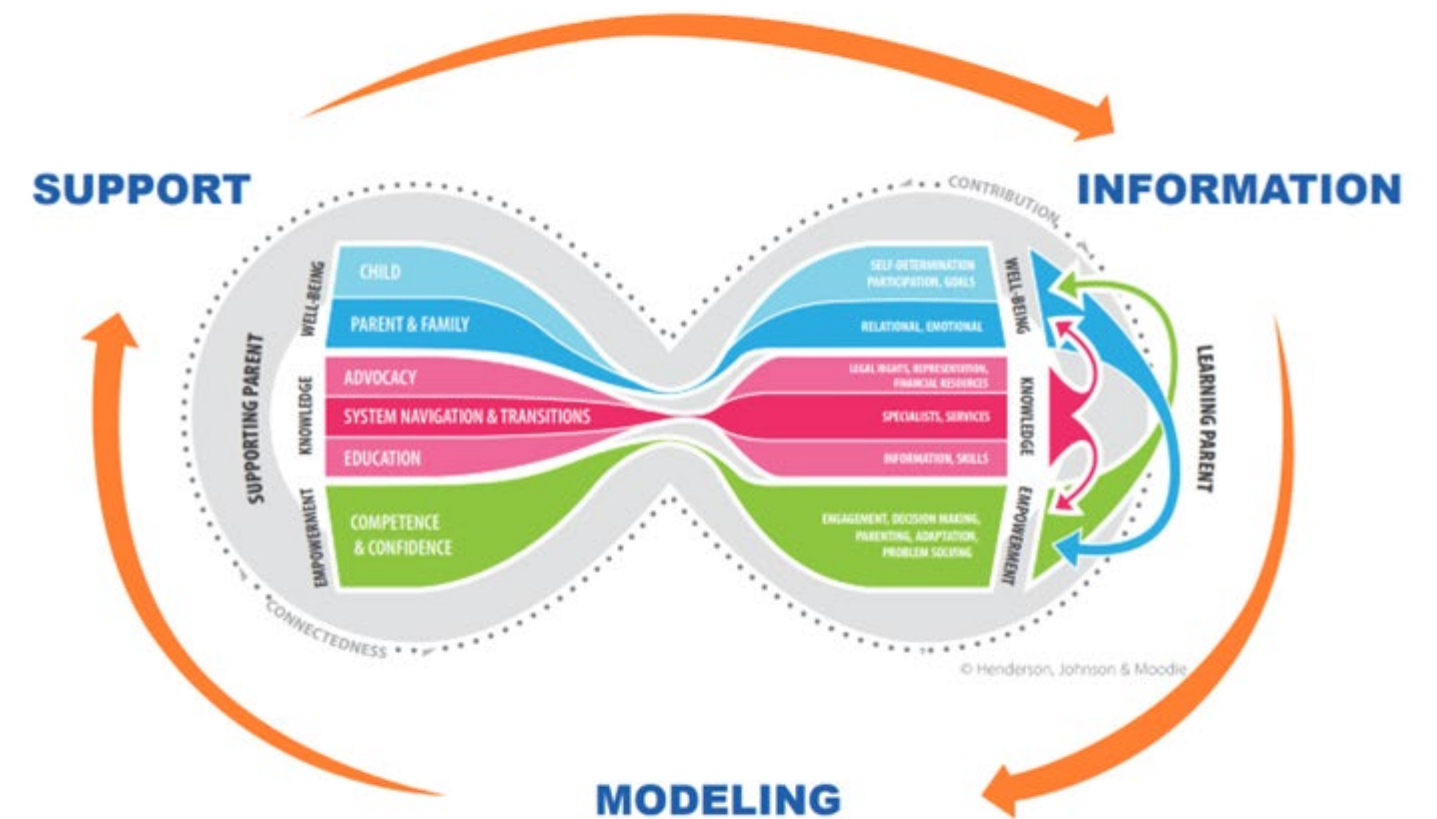
The Blueprint for Change



Purpose of the Guide

- Provides learning objectives and supporting activities to build the skills and understanding of the learning parent
- The Guide is in a simplified format
- Topic words highlight the goal of the activities within that section
- Written so that anyone who is supporting a family including families themselves can use the guide

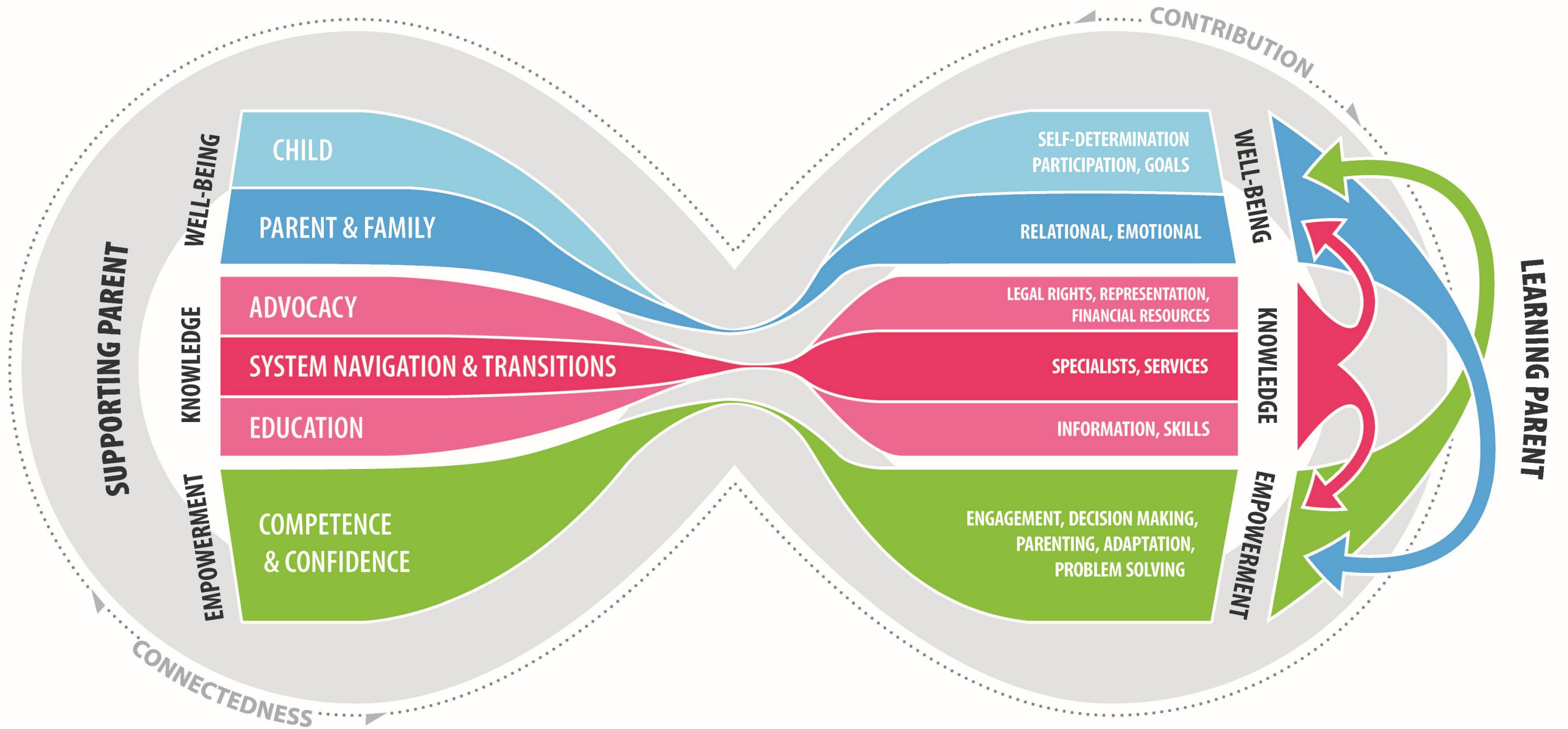
HANDS & VOICES FAMILY SUPPORT ACTIVITIES GUIDE



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.

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Three Constructs

Well-Being

The well-being concept addresses both the child and the family. Research shows that a parent's emotional well-being influences their ability to meet their own needs and support their child. For the child, well-being involves building relationships, social inclusion, and achieving goals.

Knowledge Empowerment

Advocacy, system navigation & transitions, and education are the key components of the knowledge construct. Quality information that is accurate, well-balanced, comprehensive and provided in an unbiased manner leads to parental empowerment and well-being.

Competence and confidence are the main components of the empowerment construct. When families actively participate and make decisions in parenting, they feel competent in their role. As confidence grows, they perceive themselves as experts in their child's care, enabling them to adapt to situations and find solutions to problems.

Guide Highlights

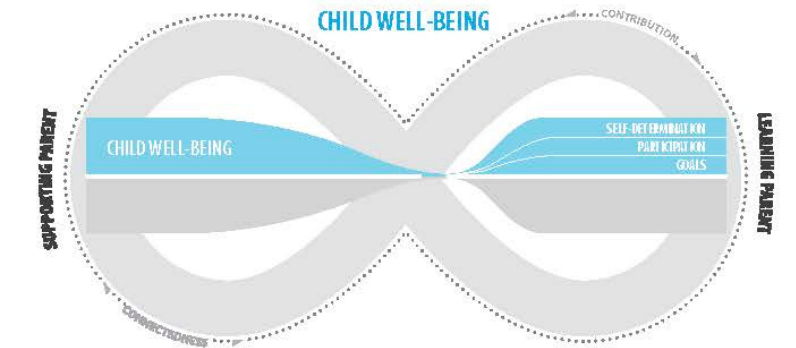
There are new tools that have been added to the family support activities guide such as:

- **Additional Languages** now highlighted and linked
 - 68 Spanish resources
 - Over 25 other languages
- **Family Learning Outcomes** included

Construct 1A - Child Well Being



Family Support Activities

Construct 1A: Child Well-Being



Component 1 - Self-Determination

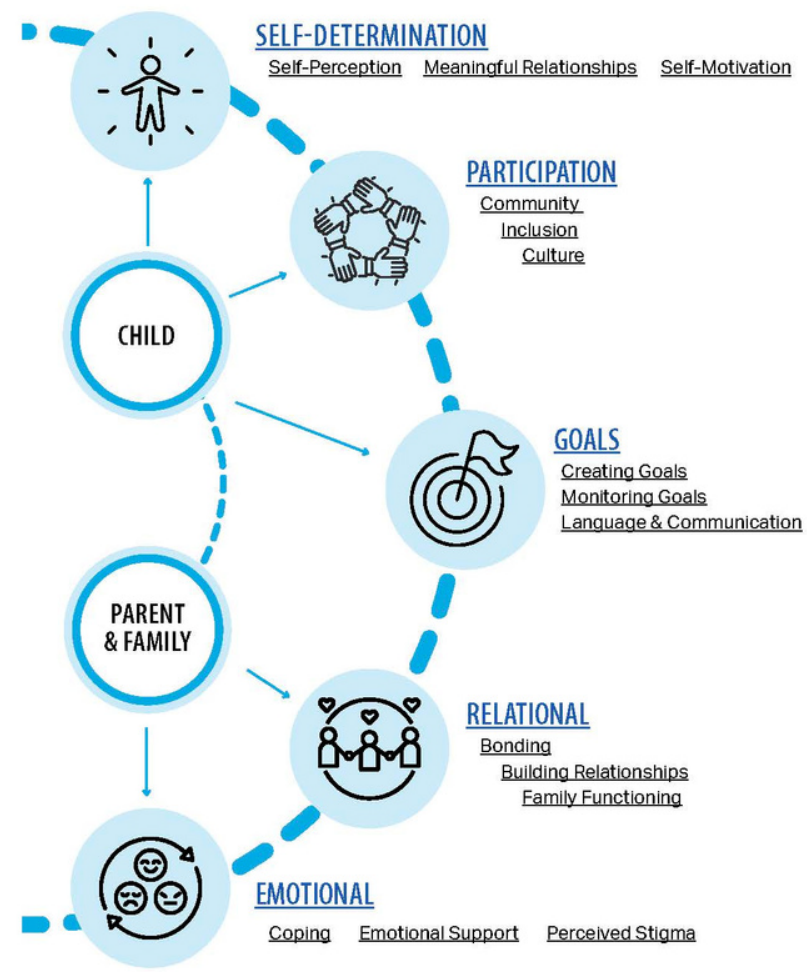
Self-motivation, positive self-perception, and meaningful relationships.

TOPIC	FAMILY SUPPORT ACTIVITIES
Self-Perception	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.
Activity:	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. www.handsandvoices.org/fi3/topics/lang-lit-soc-development/social-dev-resources.html Tip Sheet also in Spanish - Family Activity Plan also in Spanish
Activity:	Watch the following video of a D/HH teen sharing her journey of finding a positive self-perception. https://youtu.be/A2DfJQ2DmUE
 Activity:	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 Also in: Spanish , French , Hmong , Italian , Somali , Urdu , Mandarin , Japanese , Thai , German , ASL
Meaningful Relationships	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.
 Activity:	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/fi3/fi3-docs/maximize-visual-access-tips.pdf Also in Spanish

Visual Index

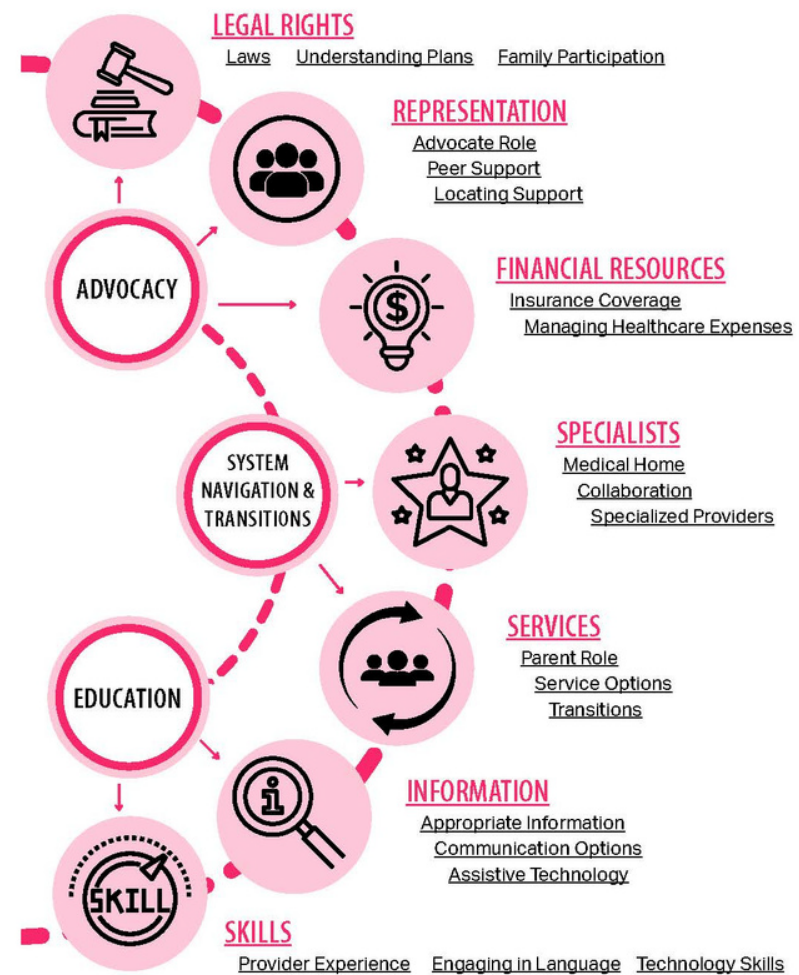
Wellbeing

Construct 1 Index – Well-Being



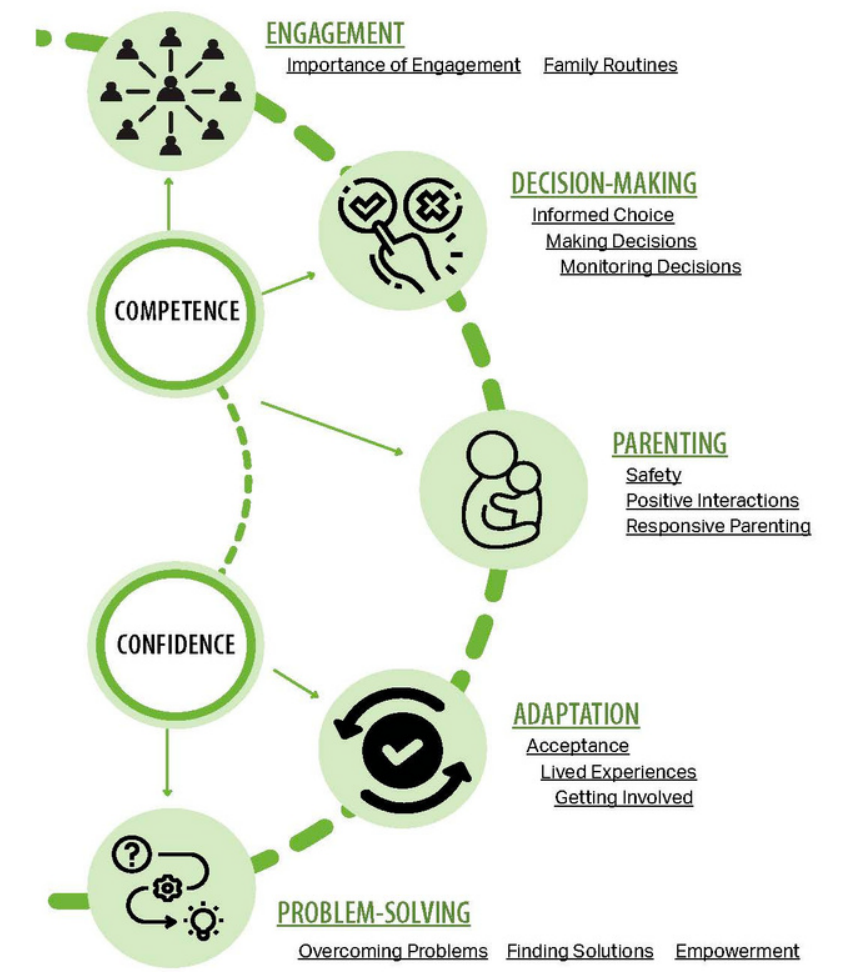
Knowledge

Construct 2 Index – Knowledge



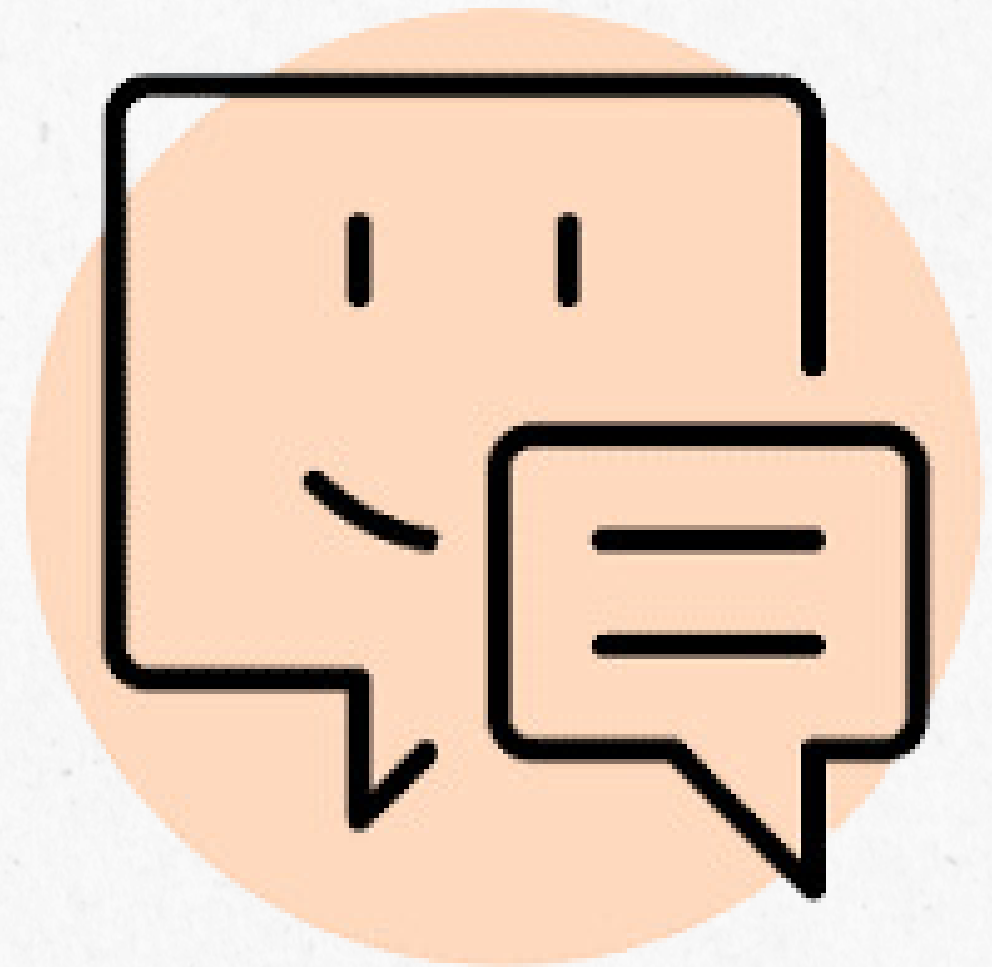
Empowerment

Construct 3 Index – Empowerment



More about the Guide

- Smiling icon (as shown to the right on this slide) to highlight language and literacy activities
- Featuring Hands & Voice resources in one place
- 192 website links, 160 unduplicated
- Use the “search” feature if using in PDF format to find activities that fit the family’s concerns/needs



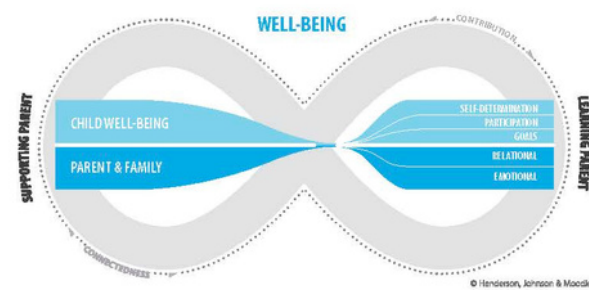


Tips on How to Use the Guide

- Familiarize yourself with the guide
 - Have the team take sections and share their favorite activity
 - Role-play with others
 - Play Bingo
 - Print out each visual index
 - “Bookmark” the online page
- Click the hyperlinks in the visual index to quickly get to your topic
- Use the search function on keywords when viewing as a PDF (Ctrl+F)

Family Learning Outcomes

Well-Being



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.

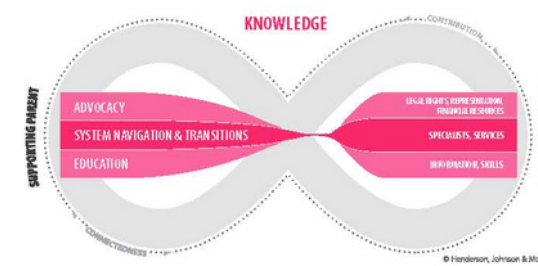
Construct 1B: Parent & Family Well-Being

- 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:

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

Knowledge Empowerment



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

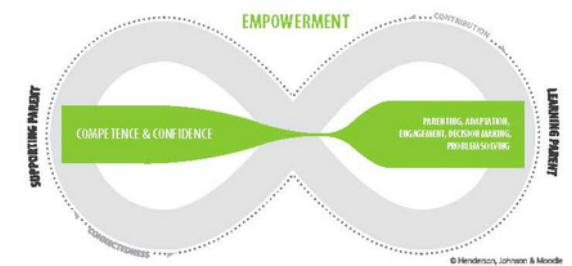
- Component 1: Specialists:** refers to the learning parent's knowledge during system navigation and transitions to coordinate care with specialists, collaborate with stakeholders, provide a roadmap of care, and facilitate understanding of the role of the specialist(s).
- Component 2: Services:** refers 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:

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



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:

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

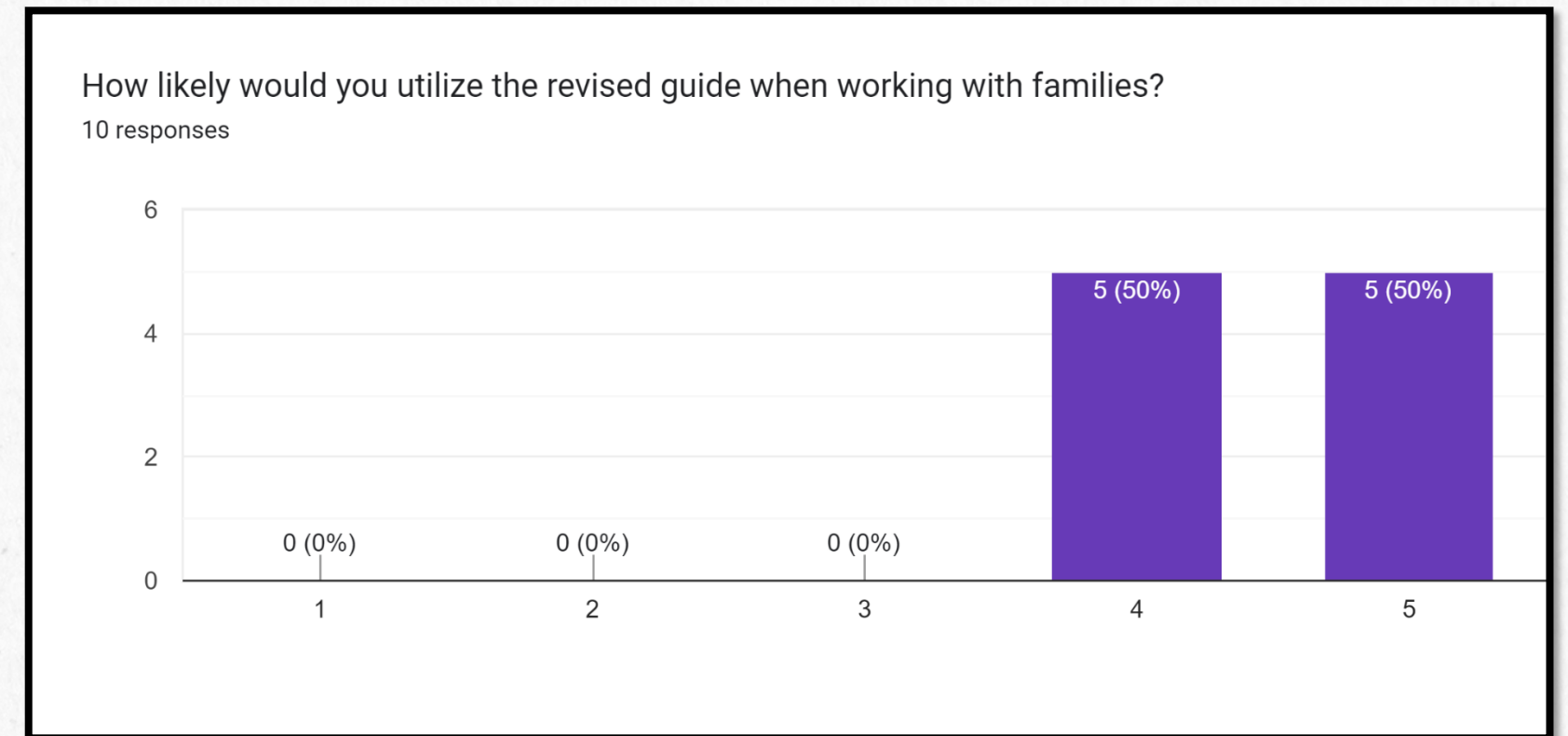
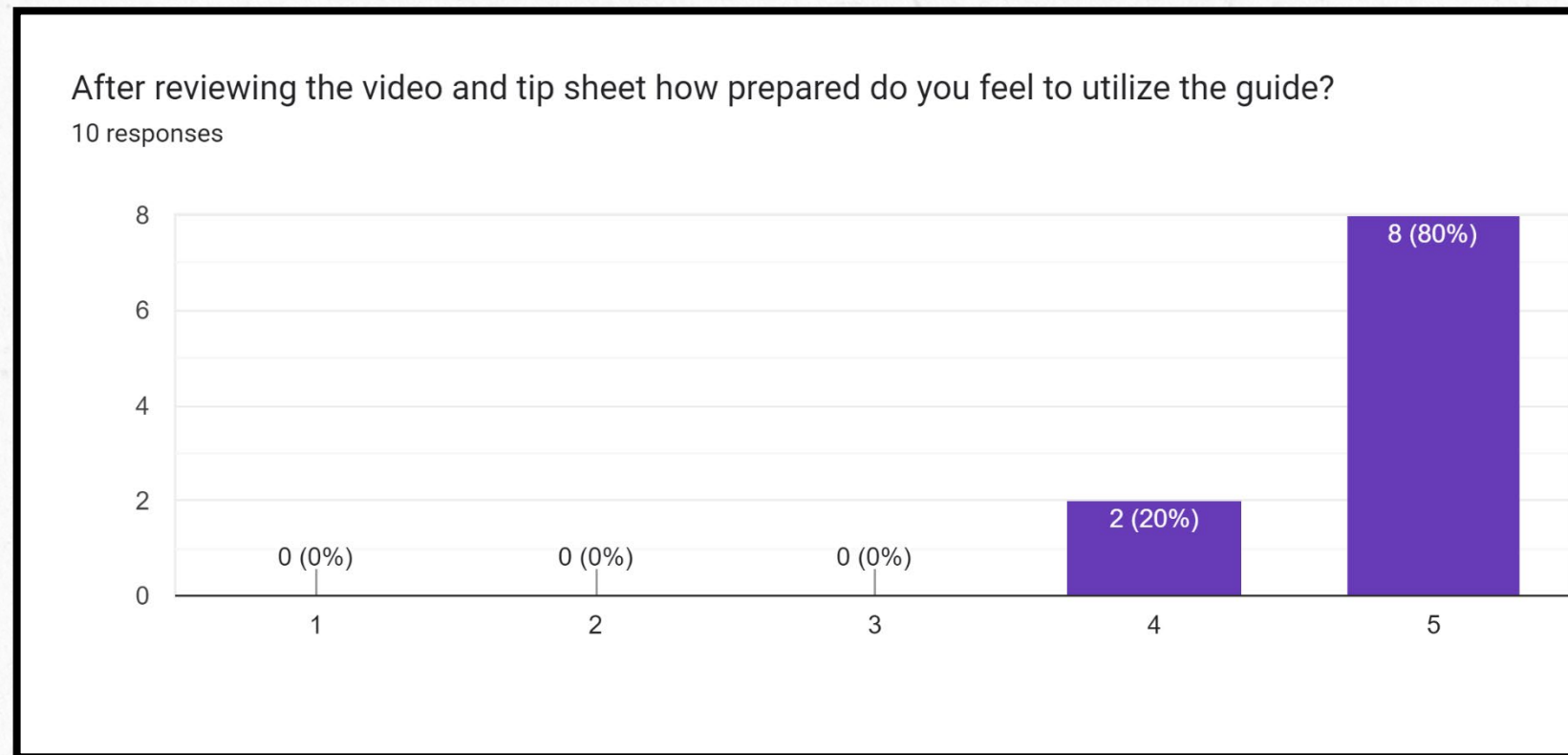


The Family Support Activities Guide is a part of an interactive webpage called “Off to a Great Start.”

Look for the 3 balloons whose colors coincide with each construct.

The tag that reads “Family Support Activities Guide” links to the complete guide.

User Feedback



“I'll admit, a bit overwhelming at first (liked that you share that in the video-validates one's feelings). But, after taking the time to watch the video, review the tip sheet and let the guide sink in, it makes so much more sense and utilizing it will be so much easier. An awesome resource! Especially like that the H&V articles, tip sheets, etc from their website, are located in one "easy to access" place now.”

Final Thoughts

- Additional training materials will be available:
 - Tip sheet for using the Family Support Activities Guide
 - Training Video
 - How to lead with open-ended and topic specific questions to better understand what activities will meet the families needs



Questions?

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Thank you
very much!