

How to use the Hands & Voices **Family Support Activities Guide**



Welcome and Learning Objectives

1. Participants will be able to name the constructs of the Conceptual Framework of Parent-to-Parent Support, an evidence-based model.
2. Participants will be able to describe the alignment of the Conceptual Framework with the MCHB/Children and Youth with Special Healthcare Needs Blueprint for Change.
3. Participants will be able to state at least 3 highlights from the Hands & Voices Family Support Activities Guide.
4. Family-based organizations will be able to list ways to help their teams become more familiar with the resources in the guide.
5. Participants will know where to find sample Family Learning Outcome questions to assist them in measuring the impact of family support.
6. Finally, participants will learn about a new H&V FL3 interactive webpage titled "Off to a Great Start" resources to support the early intervention journey for families.

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.

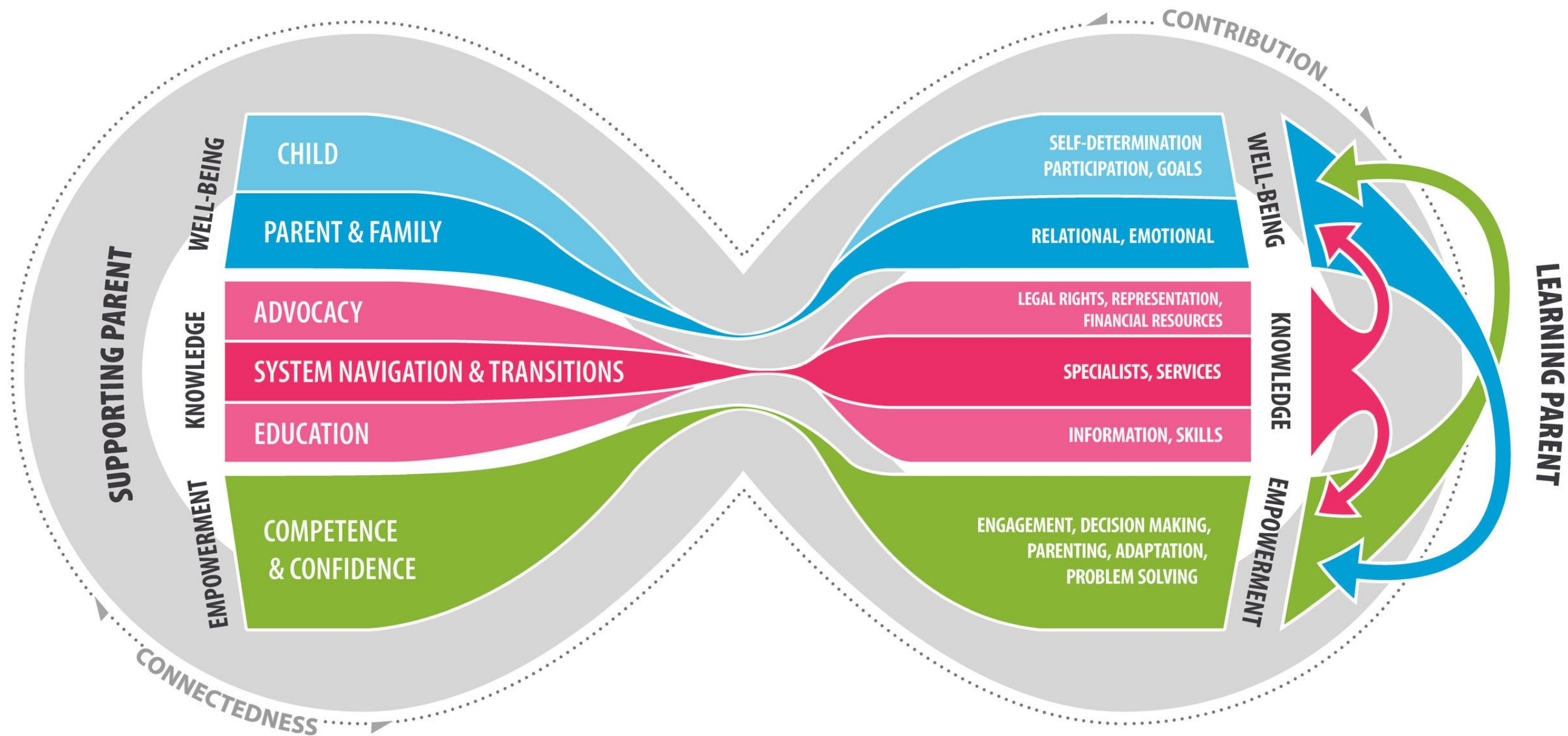
EHDI Legislation states referrals from EHDI programs should also include family support in addition to **support from individuals who are D/HH**.

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

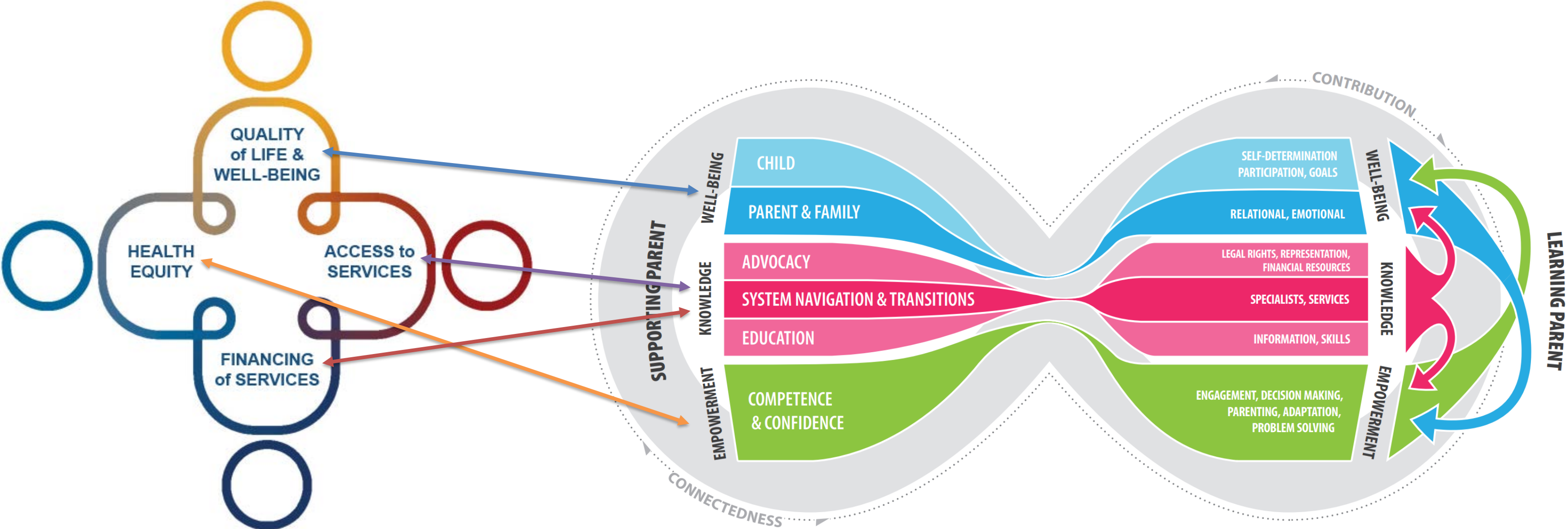
<https://www.infanthearing.org/legislation/federal.html>



The Conceptual Framework of Parent-to-Parent Support



MCHB/Children and Youth with Special Healthcare Needs Blueprint for Change

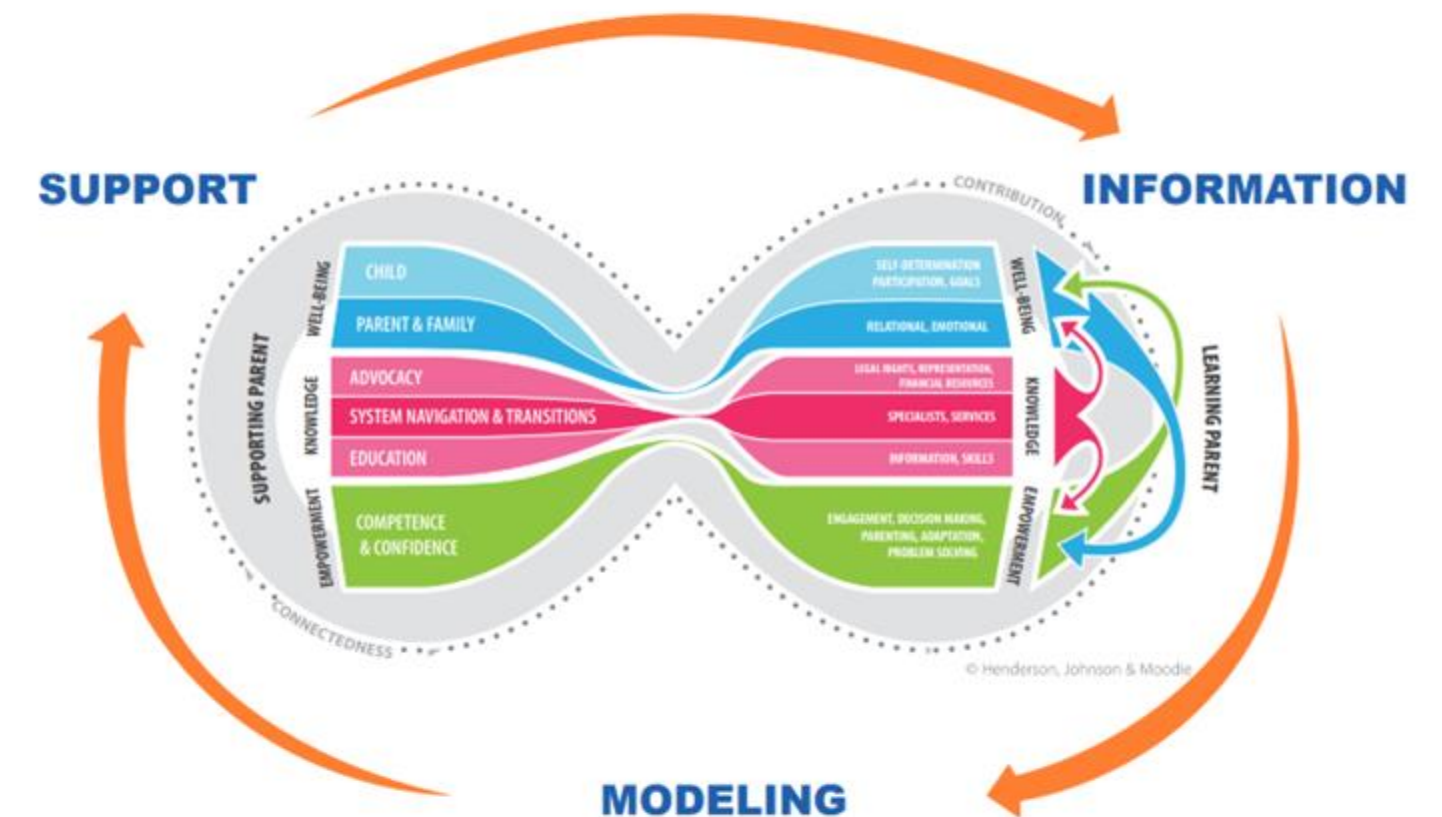


Critical Areas for a Well-Functioning System

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**

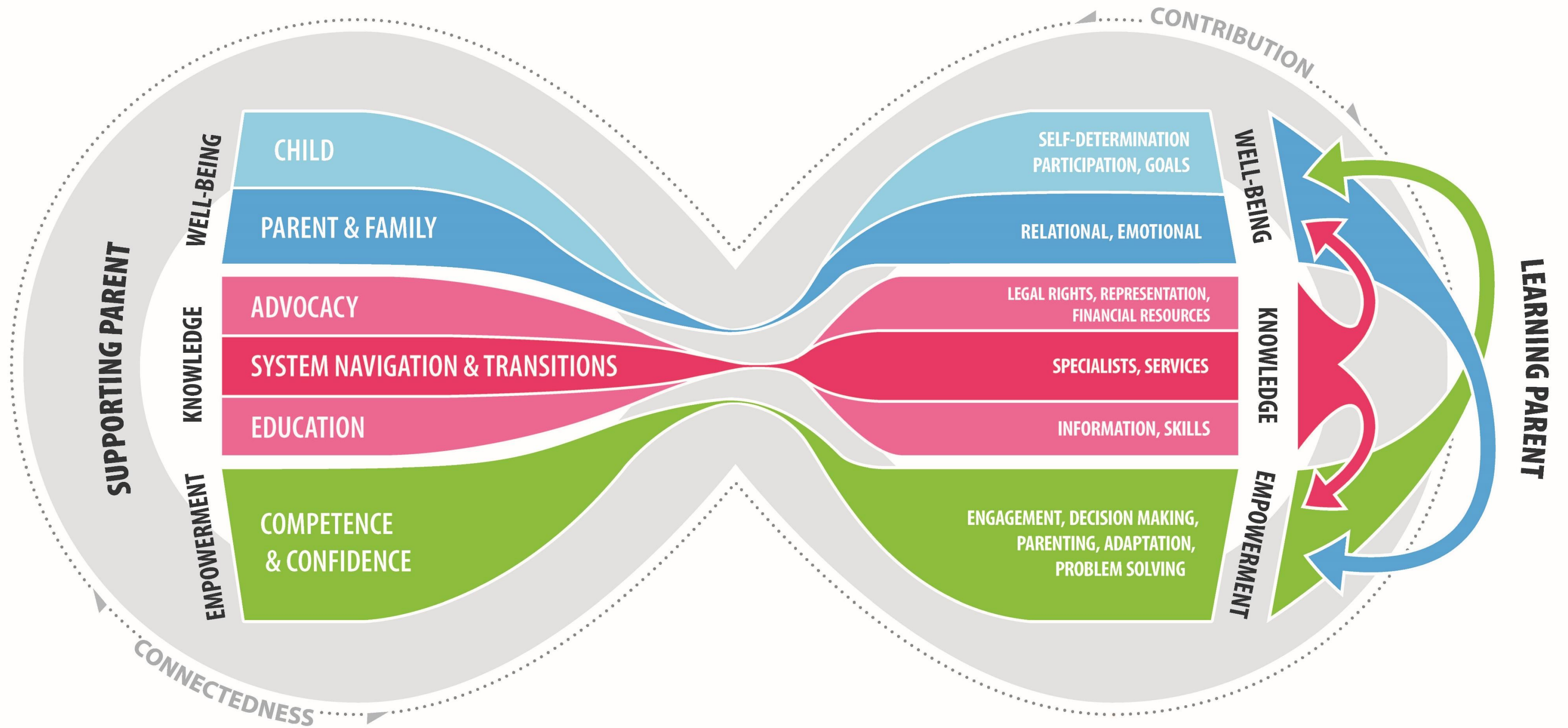
HANDS & VOICES FAMILY SUPPORT ACTIVITIES GUIDE



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

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.

Empowerment

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

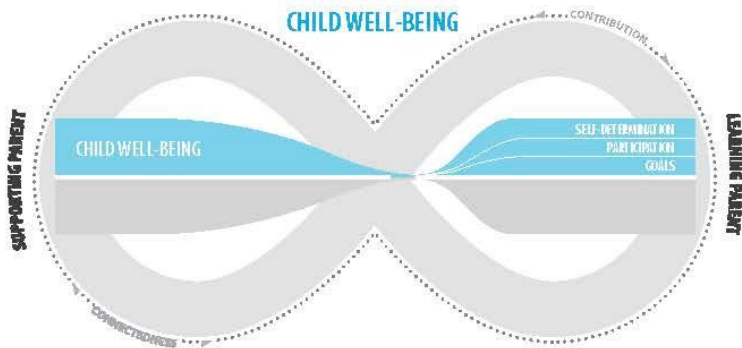
There are new tools that have been added to the family support activities guide such as:

- **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

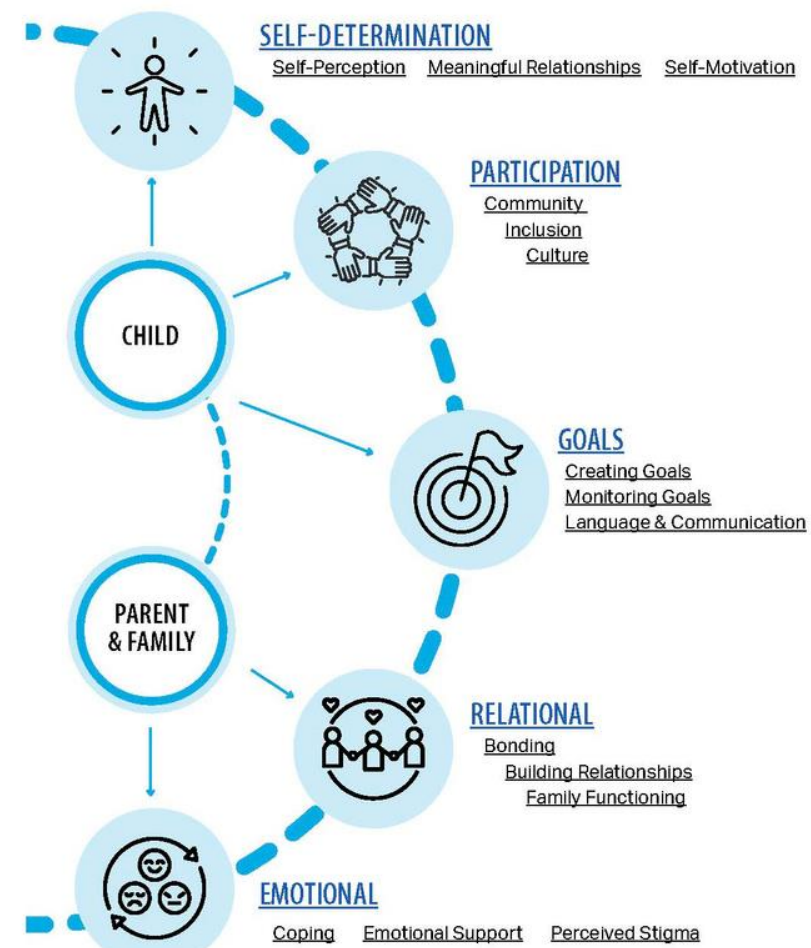
Self-motivation, positive self-perception, and meaningful relationships.

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/f13/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/f13/f13-docs/maximize-visual-access-tips.pdf Also in Spanish

Visual Index

Well-Being

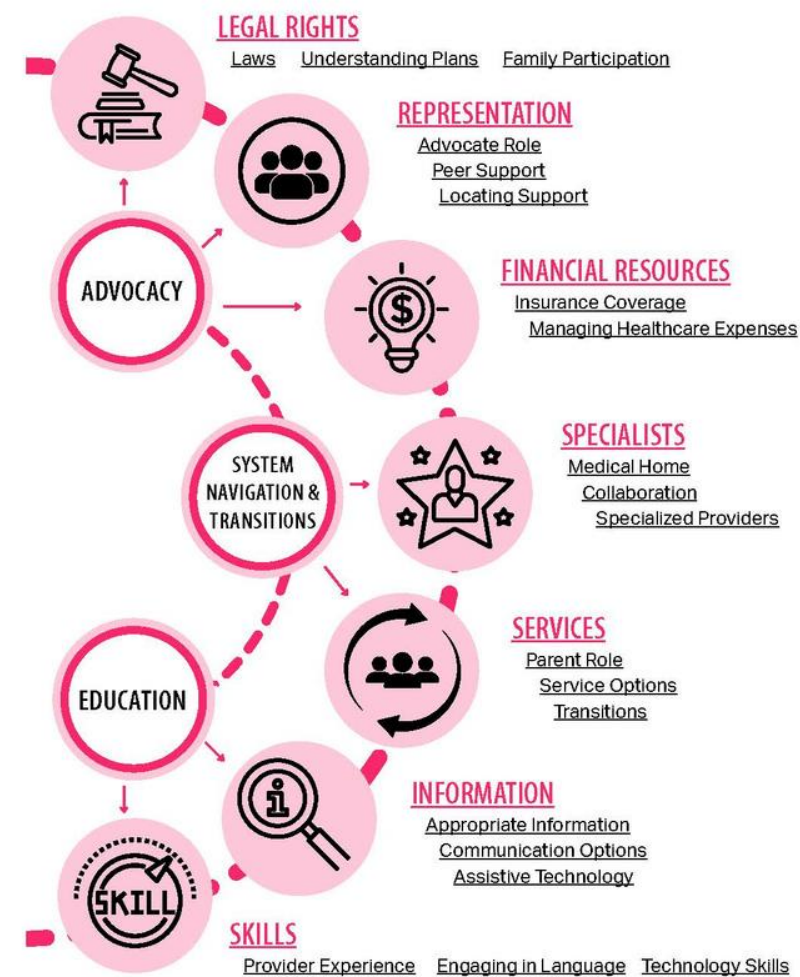
Construct 1 Index – Well-Being



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Knowledge

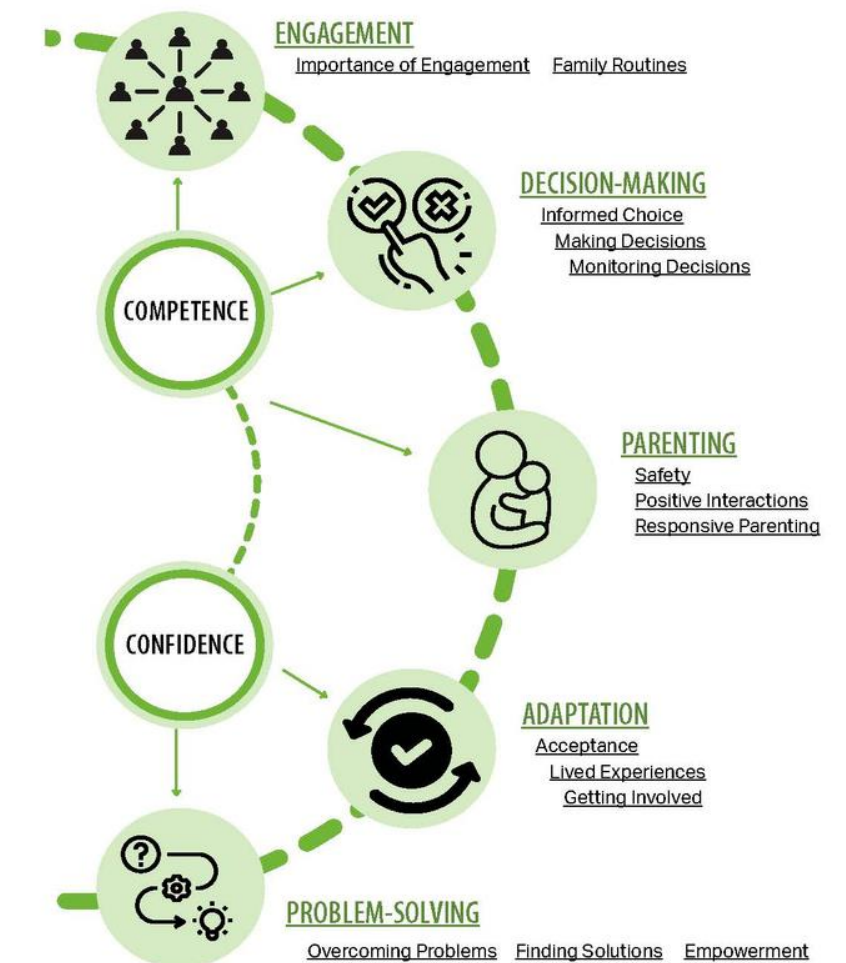
Construct 2 Index – Knowledge



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Empowerment

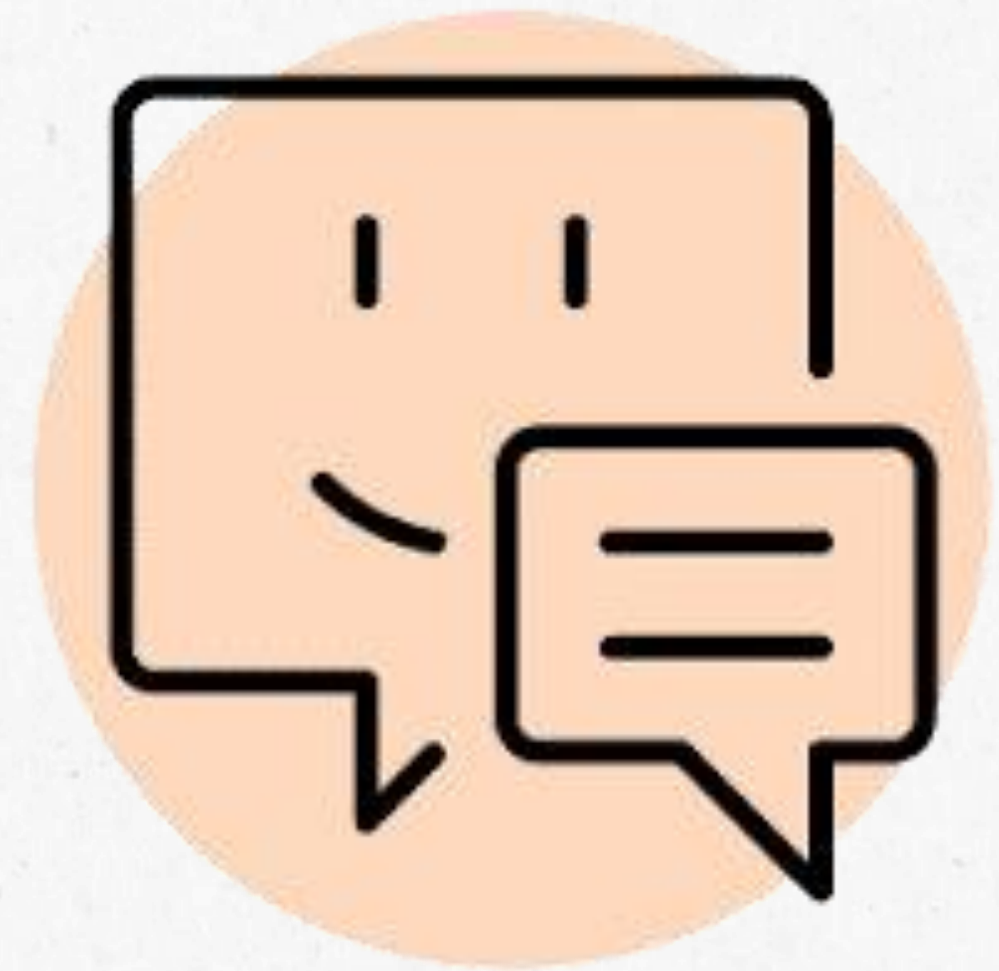
Construct 3 Index – Empowerment



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More about the Guide

- **This icon** (as shown to the right on this slide) is used to highlight language and literacy activities found throughout the guide
- 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
- **Use 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)

Tip Sheet

A tip sheet is available to **highlight important features** of the Family Support Activities Guide.

It also provides **suggestions** on how **to help** your team **become more familiar** with the resources in the guide.



FAMILY SUPPORT ACTIVITIES GUIDE

SUGGESTIONS:



FIND

Review a construct and find your favorite new activity and share it with another team member.



REFLECT

Consider questions you have had or that other families have shared with you. Review topics in the guide that relate to those questions and find related activities.



ROLE PLAY

Role play possible family questions/concerns as a team with one person acting as the parent and the other as the guide who finds the resources.



PLAY BINGO

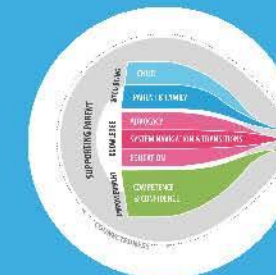
Print bingo boards from this website which has key-words from the well-being construct. When a word is drawn find it in the guide and read an activity. <https://mfbc.us/s/f67bymf>



PRINT OUT

Print out each visual index to keep on hand to quickly reference topics and where they are located in the guide.

HIGHLIGHTS:



CONSTRUCTS

There are 3 constructs which are the “theme” of each section.

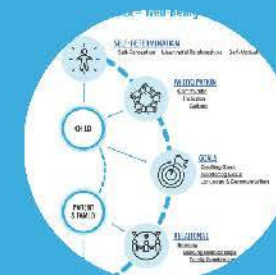
The constructs are:

- Well-Being (turquoise section)
- Knowledge (pink section)
- Empowerment (green section)



FAMILY LEARNING OUTCOMES

Use the 5 learning outcomes at the start of each construct section to determine if this construct could be useful for the family.



VISUAL INDEX

The visual index shows the relation of the components to the supporting topics. Each component is hyperlinked for quick access to the location in the guide.



LANGUAGE & LITERACY

Activities to support family engagement in language and literacy development for their child are highlighted by an icon.



AVAILABLE ALSO IN PDF

[Download](#) and use the “search” feature (Ctrl+F) when using it as a PDF to quickly find activities that fit the family's needs/concerns.



LANGUAGES

Access to resources that are also in additional languages are now noted and direct links are provided.

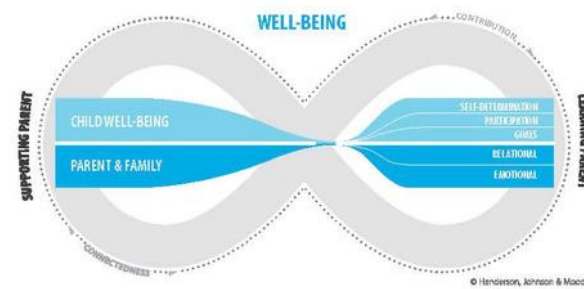
Introducing Topic Areas When Working with Families

Topic-specific questions around the “well-being” construct:

- When working with Early Intervention they will ask you what goals you have for your child. What goals did you share with them?
- Learning about a child's hearing loss can be a significant moment. How have your family and friends been providing support and understanding during this time?
- How has the journey been for you in coping with your child's hearing loss diagnosis? Are there specific ways you've found helpful, or is there anything you'd like to share about your experiences and feelings during this time?
- General question: What specific concerns or goals would you like to discuss?

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

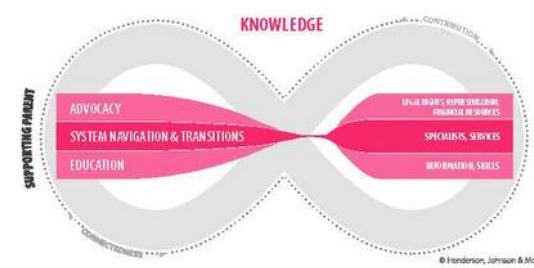
Component 1. Relational: provides well-being related to family functioning. Family functioning includes bonding with the child, family and parental cohesiveness, and communication between family members. Community interaction is involvement in community and cultural networks, friends, and religious institutions.

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:

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

Knowledge



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

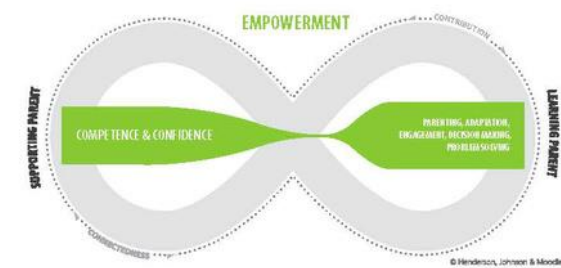
Component 1: Information: refers to providing accurate, well-balanced and comprehensive information regarding technological and research advancements, and educational, communication and assistive device options.

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:

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

Empowerment



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:

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

Impact of Family Support and Engagement (IFSE) Learning Community – Question Bank

Impact Questions:

IFSE recommended questions:

In 2016 an Evidence-based Conceptual Framework was developed by researchers from Western University, led by Dr. Sheila Moodie. The findings from a dual-stage scoping review and electronic Delphi study provide a conceptual framework that defines the vital contribution of parents in Early Hearing Detection and Intervention programs that will be a useful addition to these programs. In developing the framework, three overarching themes (**constructs**) are included (a) well-being, (b) knowledge, and (c) empowerment. These constructs are what the IFSE Learning Community used in developing family-to-family support **impact** questions. <http://aja.pubs.asha.org/article.aspx?articleid=2527221>

Construct # 1 Well-Being – Child and Family

All questions used the following Likert scale unless otherwise indicated (Strongly agree, Agree, Disagree, Strongly disagree) (adding N/A was also discussed as an option)

1. I have learned I am not alone, there are other families I can connect with and learn from.
2. I feel hopeful about my child's future.
3. My ability to focus on everyday moments that bring joy to our family has improved.
4. Meeting an experienced parent, has provided me with encouragement in raising my own child who is Deaf or Hard of Hearing.
5. My overall well-being (for example; state of being comfortable, healthy, or happy) has improved because of the support I received.

Construct # 2 Knowledge – Advocacy, Systems Navigation, and Education

All questions used the following Likert scale unless otherwise indicated (Strongly agree, Agree, Disagree, Strongly disagree) (adding N/A was also discussed as an option)

1. I better understand the impact of a hearing loss/difference on my child's development.
2. I have an increased understanding of the different language/communication options for children who are Deaf or Hard of Hearing.
3. I better understand my role in advocating for my child's needs.
4. I have more knowledge of information and resources that will support my child/family.
5. Name the one most important piece of information you learned from your family-to-family support provider (Open comment box: 200-character limit).

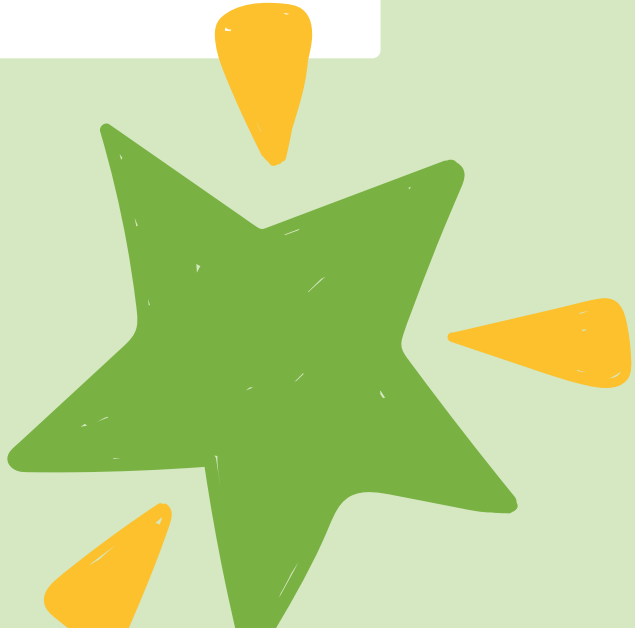


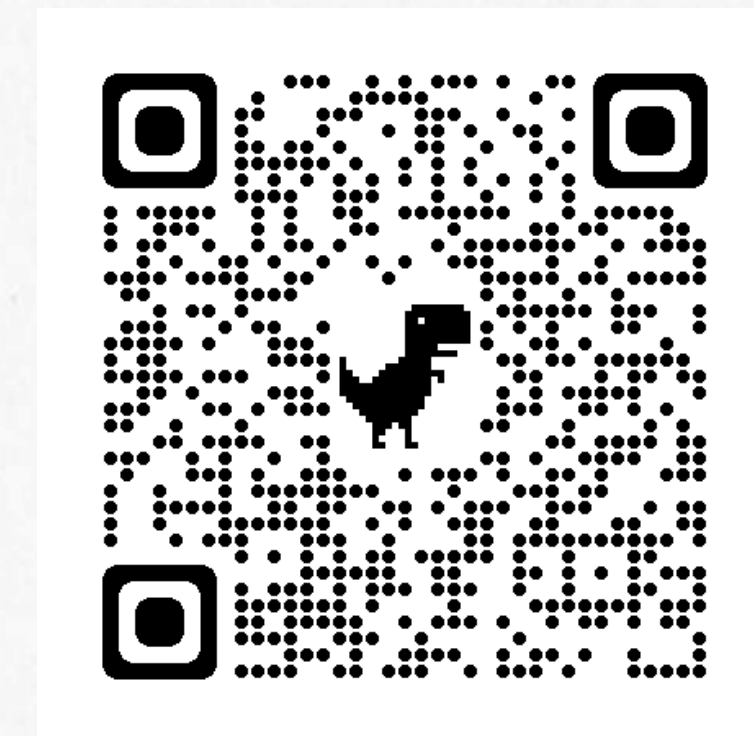
IFSE – Question Bank





Accessing the Guide

- Downloadable as a full PDF
 - Download each of the 3 constructs as separate PDFs
 - Fully available online and easy to navigate through the visual index
- 



The Family Support Activities Guide is a part of an interactive webpage on the Hands & Voices website 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.

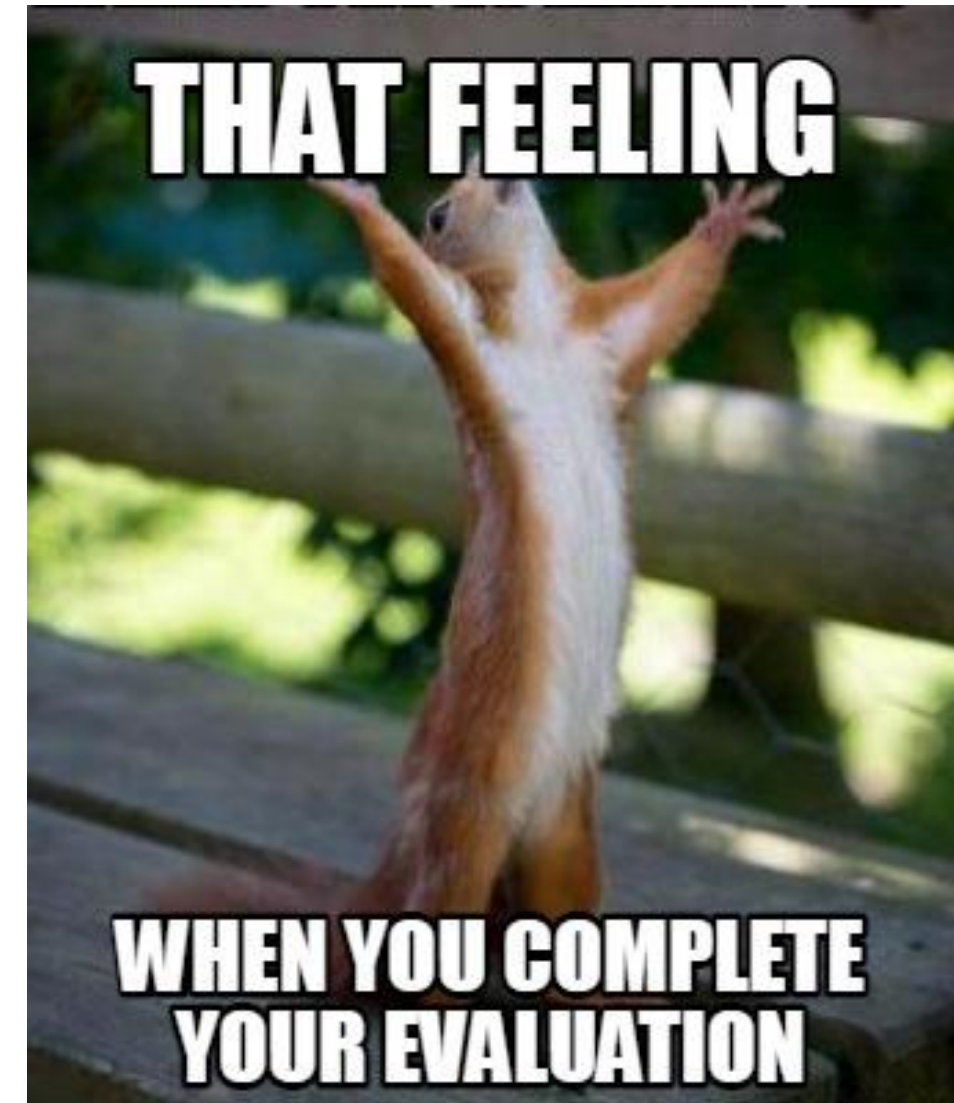


Call to ACTION!

Linkable Badges & Promotional Resources:

<https://handsandvoices.org/great-start/badges/>

Thank you!



<https://www.surveymonkey.com/r/FL3officehoursJuly2024>

The slide deck and recording of this webinar will be made available soon and found:

<https://handsandvoices.org/fl3/topics/fam-fam-support/give-support.html>



Thank you very much!

Questions: contact

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