



Training Resources Supplementing Hands & Voices

FL3 Family-to-Family Support Program Guidelines for Addressing the Needs of Families who have Children who are Deaf/Hard of Hearing (D/HH)

<https://www.handsandvoices.org/fl3/fl3-docs/Fam-Fam-support-guidelines-8-30-2018.pdf>

Quality family-to-family support programs have a D/HH specific training curriculum in place to provide consistent and superior support, tailored to the needs of families with children who are D/HH. The thoughtful design of your training will ensure families receive guidance by Supporting Parents who understand and honor the complexity of a family's journey, adhere to a consistent level of professionalism, and have the experience and training about the systems and community resources available to families. Training customized for families with children who are D/HH is key, as the needs of this population can vary greatly from other families with children with other conditions due to the dramatic impact hearing loss may have on a child's language, literacy, academic and social-emotional development.

The following outline is pulled from page 12 "Training Practices" from the above-mentioned Guidelines with related resources/activities added under each number item. This is not an exhaustive list of resources/activities. Notes from FL3 FBO Office Hours are available upon request. Consultation and technical assistance are available through the FL3 staff: FL3@handsandvoices.org

Training for Supporting Parents will be provided by individuals with the necessary qualifications to effectively train staff in:

1. Unbiased delivery of support and respect for informed parent decision-making, including honoring a family's decision around technology use or not, language and communication modality or educational placement of the child.
 - a. **Checklist: Program Implementation of Unbiased Support for Families With D/HH Children**
<https://www.handsandvoices.org/fl3/fl3-docs/NewUnbiased-CHECKLIST.pdf>
 - b. **FL3 FBO Office Hours-June 2018 "Art of Unbiased Support"**
Notes available
 - c. **Supporting Families Without Bias Article**
http://www.handsandvoices.org/articles/docs/wo_bias.pdf
2. How the Supporting parent describes their personal/family story to minimize focus on the supporting parent's decisions, while helping the family understand the complexity of the

- circumstances surrounding decision-making for their child about their language acquisition and communication, educational placement, technology choices, etc.
- a. Hands & Voices FL3 - virtual training on Supporting Families Without Bias
 - b. CDC Decision Guide to Communication Choices
<https://www.cdc.gov/ncbddd/hearingloss/freematerials.html>
3. How a supporting parent will share positive experiences from their family's journey to explain their story, refrain from sharing negative experiences or specifying people/programs/names related to negative experiences.
 - a. Role playing
 4. How the supporting parent can empower families to love, nurture, and bond with the child just as they planned to do prior to the identification of the child being D/HH.
 - a. An Evidenced-Based Conceptual Framework of Parent-to-Parent Support
<http://www.handsandvoices.org/fl3/media/webinar-11-2-2018.html>
 - b. Fostering Joy Project-Closed Parent Facebook Group
<https://www.facebook.com/groups/3179559352119351/>
 5. Preparation to encountering the different emotions families may be experiencing, including siblings and extended family members.
 - a. Uniquely Delivering Family to Family Support Within EHDI Systems and Beyond
<http://www.handsandvoices.org/fl3/resources/docs/UniquelyDeliveringFam-FamSupport.pdf>
 - b. We would also recommend you providing a parent panel that would demonstrate the different emotional experiences of families. See Parent Event Guide "Specific Event Considerations"
<http://www.handsandvoices.org/fl3/fl3-docs/EventGuide-final-7-2.pdf>
 - c. Facilitate having the parent navigator trainees all share their own personal story of first learning about the child's hearing difference.
 - d. Role play answering common questions of families.
 6. Confidentiality and safety rules for Supporting Parent, Learning Parents and their children.
 - a. Cover HIPAA and FERPA practices
 - b. Home visiting safety
 7. Appropriate expectations/professionalism by staff (appointments kept, professional boundaries established and maintained, staying within the scope of the supporting parent job description despite professional background in another area).
 - a. Organization/program/staff expectations
 8. Knowledge of and referral process to community resources based on understanding the needs of parents with children who are D/HH. Initial and on-going training for staff in how to make referrals ensuring continuity of care, following the required confidentiality laws/practices while noting the potential exceptions for suicide intervention and mandatory reporting.
 - a. Local resource directory and EHDI roadmap
 9. Understanding of the local Early Hearing Detection & Intervention system, follow-up health services, Early Intervention, Deaf Mentor, Role Model, or Guide Programs, and special education systems and laws. This can be obtained through informational interviews, reading diverse articles/books/blogs, participating in a wide range of stakeholder events/meetings/conferences, etc.

- a. A Parent’s Guide to Deaf and Hard of Hearing Early Intervention Recommendations
http://www.handsandvoices.org/resources/pubs/Final_8-30-2017.pdf
 - b. Have the EHDI program provide a presentation including state/territory data
 - c. CDC’s “Making a Plan for Your Child”
<https://www.cdc.gov/ncbddd/hearingloss/freematerials.html>
10. How to participate in systems work, representing the continuum of families beyond one’s own personal or family decisions and experience.
- a. Family Engagement in Systems Leadership
<http://www.handsandvoices.org/fl3/media/webinar-8-8-2019.html>
 - b. A Deeper Dive into Family Engagement: Supporting Parents on EHDI Advisory Committees and Learning Communities
<http://www.handsandvoices.org/fl3/media/webinar-9-6-2018.html>
 - c. Tips for Meaningful Participation by Parents and Adults who are D/HH in EIDHI Systems
https://www.handsandvoices.org/fl3/fl3-docs/Final-DHHadults-in-EHDI_8-30-2018.pdf
11. Necessary documentation and reporting of activities to meet program and funding requirements.
- a. Local EHDI contract/work plan requirements
 - b. FL3 FBO Office Hours – May 2019 “Program Evaluation Tools”
Notes available
12. Knowledge of resources and supports for families regarding language, literacy, and social development for their children and how to train families in the importance of on-going progress monitoring.
- a. Parent Take-aways Tip sheets for Parents
<http://www.handsandvoices.org/fl3/fl3-docs/parent-take-aways.html>
 - b. FL3 FBO Office Hours – October 2019 “Language and Literacy Development”
Notes available
13. How to determine limitations of one’s own experience, knowledge base, or training and when to refer families to someone else with more expertise or experience.
- a. Case conferencing, role playing, community resource knowledge
14. Respect for and access to referral to diverse adults who are D/HH.
- a. The Parent Perspective of D/HH Guides, Mentors, and Role Models in the EHDI System
<http://www.handsandvoices.org/fl3/media/webinar-6-26-2019.html>
 - b. You too? Me too! The Impact of Deaf and Hard of Hearing Adults on the Parenting Journey
<https://handsandvoices.org/fl3/media/webinar-9-29-2017.html>
 - c. A Community of Support
<http://www.handsandvoices.org/resources/pubs/connecting-fams-guide.pdf>
 - d. Stories and videos of Deaf and Hard of Hearing Adults
http://www.handsandvoices.org/resources/dhh_adults.html
 - e. FL3 FBO Office Hours – February 2019 “Building Family – D/HH Adult Relationships”
Notes available
15. Training and resources for responding with culturally appropriate supports and services.

- a. Parent Event Guide for Families with Children who are Deaf and Hard of Hearing
<http://www.handsandvoices.org/fl3/fl3-docs/EventGuide-final-7-2.pdf>
 - b. FL3 FBO Office Hours – November 2018 “Welcoming Diverse Communities”
Notes available
16. Training and resources for responding with supports and services for families with children who are D/HH plus who have other medical concerns.
- a. Local resources for other health concerns: local PTI and F2F among other organizations/agencies.
 - b. FL3 D/HH Plus Inclusion Checklist (To be posted soon)
https://www.handsandvoices.org/articles/articles_index.html
 - c. FL3 FBO Office Hours – September 2019 “Support for Children who are D/HH Plus”
17. Guidance in how to assist families in advocating for their own child and building leadership skill development potentially for the system.
- a. Leadership Webinars
<http://www.handsandvoices.org/l2l/index.html>
 - b. Advocacy Resources and 60 second advocacy tips
<http://www.handsandvoices.org/astra/index.html>