Training Resources Supplementing Hands & Voices

FL3 Guidelines for Deaf and Hard of Hearing Mentor/Guide/Role Model Programs

https://www.handsandvoices.org/fl3/fl3-docs/DHH-Guidelines.pdf

Quality Deaf Mentor and DHH Guide and Role Model programs have training programs in place to provide a standard of care for services. This practice ensures families receive services by D/HH mentors/guides/role models who understand and honor the complexity of a family's journey and adhere to a consistent level of professionalism.

The following outline is pulled from page 7 "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 D/HH mentor/guide/role models will be provided by individuals with the necessary qualifications to effectively train staff in:

1. Unbiased delivery of support and respect for parent choice, i.e. 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
2. How the mentor/guide/role model describes their personal background to help the family understand the circumstances surrounding their language acquisition/communication, educational placement, technology choices, etc.
   a. Hands & Voices FL3 - virtual training on Supporting Families Without Bias
      https://handsandvoices.org/fl3/basic-training/support-wo-bias.html
   b. CDC Decision Guide to Communication Choices
      https://www.cdc.gov/ncbddd/hearingloss/freematerials.html
   c. The Parent Perspective of D/HH Guides, Mentors, and Role Models in the EHDI System
   d. https://www.handsandvoices.org/fl3/media/webinar-6-26-2019.html
   e. You too? Me too! The Impact of Deaf and Hard of Hearing Adults on the Parenting Journey
   f. https://handsandvoices.org/fl3/media/webinar-9-29-2017.html

g. A Community of Support
   https://www.handsandvoices.org/resources/pubs/connecting-fams-guide.pdf
h. Stories and videos of Deaf and Hard of Hearing Adults
   https://www.handsandvoices.org/resources/dhh_adults.html
   https://handsandvoices.org/fl3/topics/dhh-involvement/resources.html
i. FL3 FBO Office Hours – February 2019 "Building Family – D/HH Adult Relationships"
j. Notes available

3. How mentor/guide/role model will share positive experiences from their life to explain their story, refrain from sharing negative experiences or specifying specific people/programs/names related to negative experiences.
   a. Role playing

4. 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

5. Services provided to families delivered with adherence to confidentiality and safety rules.
   a. Cover HIPAA and FERPA practices
   b. Home visiting safety

6. Appropriate expectations/professionalism by staff (appointments kept, professional boundaries established and maintained, staying within the scope of mentor/guide/role model job description despite professional background in another area).
   a. Organization/program/staff expectations/observation and feedback

7. Necessary documentation and reporting of activities to meet program and funding requirements and to provide families with strategies and progress updates.
   a. Local EHDI contract/work plan requirements
   b. FL3 FBO Office Hours – May 2019 "Program Evaluation Tools"
      Notes available

8. Referral process to other D/HH mentor/guide/role models and outside programs
   a. National Center for Hearing Assessment and Management (NCHAM) Database of Deaf/Hard of Hearing Adult Involvement Programs by State
      https://infanthearing.org/dhhadultinvolvement/states/index.html
   b. Local resource directory and roadmaps

9. For ASL or cued speech instructors, age-appropriate strategies and techniques for teaching sign language or cued speech to families and assessing language development by child and families
   a. Gallaudet University VL2 ASL Assessment Toolkits
      https://vl2.gallaudet.edu/resources/asl-assessment-toolkits/
   b. National Cued Speech Association (NCSA)
      https://cuedspeech.org/

10. Other
    a. Creating Cohesive Deaf and Hard of Hearing Leadership in EHDI Systems and Beyond
       https://ehdimeeting.org/archive/2019/schedule/griddetails.cfm?aid=10176&pg=inst&day