



**HANDS &
VOICES™**

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



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



March - April E-news



NCHAM Hosts Annual EHDI Meeting

One of the big activities that NCHAM facilitates each year is the national EHDI Meeting. In its 19th year, the EHDI Meeting has built a strong reputation for bringing together a wide variety of attendees including those who: work in state Early Hearing Detection and Intervention programs; assist in EHDI efforts on the federal level; provide screening,



Greetings!

The calendar says we are moving towards spring, although this may look different outside your window depending on where you live. Meanwhile no matter where you are, things keep moving forward here at the FL3 program. Make sure to watch for exciting new opportunities. In addition to sending out notices via email and newsletters, you can find

diagnostic and early intervention support at the state/ local level to young children with hearing loss and their families; champion Medical Home activities within each state; are parents of children with hearing loss; or are deaf or hard-of-hearing adults who are helping to expand opportunities for young children with hearing loss.

[Learn more](#) about the March 8-10, 2020 meeting.

EHDI-PALS

The [EHDI-Pals website](#) (Early Hearing Detection & Intervention - Pediatric Audiology Links to Services) links you to information, resources, and services for children with hearing loss. At the heart of EHDI-PALS is a national web-based directory of facilities that offer pediatric audiology services to children younger than five years of age.

Learn more about childhood hearing loss, hearing testing, and important questions parents can ask when making appointments. This contains great web resources for parents and professionals. You can also find other useful information, including national and state parent support organizations and other resources.

The website is also translated into [Spanish](#).

upcoming events on [the calendar](#). Past webinars and trainings are posted [to the website](#).

Are you attending the Annual EHDI Meeting in Kansas City? Be sure to stop by and visit us in the Exhibit Hall or catch us after one of our many presentations! We'd love to meet you! Not sure who we might be? You can check out who is involved with the [FL3 Project here](#).

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](#).

Happy Spring,
The FL3 Team

Digging Deeper into the National Needs Assessment: A Student Paper from Alyson Ward, MS

If you are attending the Annual EHDI Meeting in Kansas City this weekend, be sure to check out this poster (#44) by Alyson Ward, MS. This presentation explores parent information garnered in the needs assessment and specifically examines factors that impact a parent reporting that they had received support after their child was diagnosed as D/HH. Findings include age at diagnosis is a bigger predictor than a child's chronological age in whether a parent reported being supported. Additionally, Pacific Islander parents reported receiving more support than any other group of parents. These findings provide a prompting for H&V and Early Hearing Detection and Intervention Programs to explore the underlying reasons why specific groups of parents feel more supported and continue to strive for earlier diagnosis. [Poster Abstract](#)

The comprehensive National Needs Assessment was completed in 2018 and the report can be found [here](#).

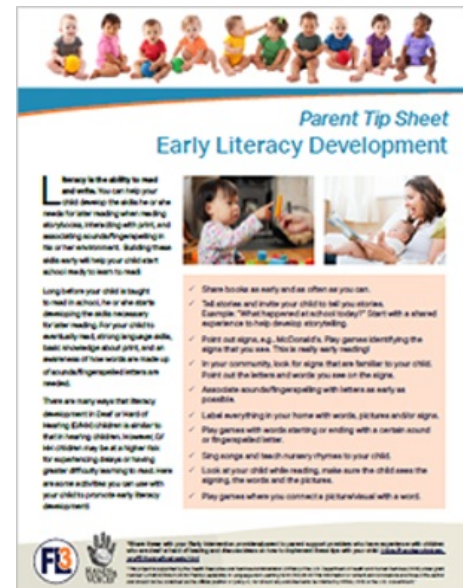


FL3 Resource: Parent Tip Sheets

Have you checked out the Hands & Voices FL3 Language, Literacy and Social Emotional

Development Parent Tip Sheets recently? If you have, how are you using them, as a parent/caregiver of a child who is Deaf or Hard of Hearing (DHH), as an Early Intervention provider, or as an EHDl program?

The eight different Parent Tip Sheets were created for parents and caretakers of children who are deaf or hard of hearing (D/HH) to use with the support of an Early Intervention provider who has experience working with children who are D/HH. Each tip sheet briefly describes the developmental process of infants and toddlers post-identified hearing condition for cognitive, social, emotional, language (semantics, syntax-morphology, pragmatics, phonology -auditory and visual), pre-literacy and literacy development. These tip sheets provide suggestions for parents and caretakers, for fun, everyday activities to enhance their baby's development in these aspects! You can find them [all here](#).



If you are a parent/caregiver of a child who is D/HH:

- Hang these up on your refrigerator and pick an activity or two to include in your baby's daily routine or when you are out and about exploring the world.
- Pull a Parent Tip Sheet out when your EI provider comes to your home and ask them which activities would be appropriate for your child's current development and/or how can some of these activities be adapted to fit your family's and child's needs and environment.

If you are an EI provider:

- Print these Parent Tip Sheets and take them on your next home visit. Pull out one that is appropriate for the family's current needs or focus; talk about and practice some of these activities to support their child's development.
- Share the link to the H&V FL3 website and talk about these resources. Use it as a conversation starter when discussing developmental milestones and skill development.

These Tip Sheets were created by the Hands & Voices FL3 Scientific Language and Literacy Advisory Board who work to summarize the latest evidence-based research findings, identify current resources and training opportunities for infants/toddlers/children identified as deaf or hard of hearing in cognitive, social, and emotional developmental process and developmental milestones. Contributors to the most recent resources found below are the members of the Hands & Voices FL3 Scientific Advisory Board (learn more about [them here](#)).

Spotlight on Success
Virginia EHDl Learning Communities
By Dana Yarbrough and Valerie Abbott
(reviewed by Daphne Miller, VA EHDl Program)

The Center for Family Involvement at VCU and the Virginia EHDl Program have been working hand in hand to establish EHDl Learning Communities (LC) within 6 regions across the state since September 2017. From the beginning, a key factor to success would be identifying parents within each region who were ready to explore and enhance their

leadership skills to serve in a co-facilitator role for the LC in their area, with the goal that eventually each group would become independent and locally run.

Parents need to feel that their presence, their experience, their choices and their voice are not only heard, but valued by those in a position to make the future better for other families sharing a similar journey. Giving parents an opportunity to understand how they were, and perhaps still are, connected to a larger picture - how all along EHDI was invested in the successful outcome for their child - improves the chances that a family wants to remain engaged in the mission and vision of EHDI.

Over the last two years, meetings have been well attended by a wide variety of professionals and parents of children of all ages under local leadership. This is evidence that the topics and discussions continue to be of interest, members reach out to each other for help, and networking opportunities make these meetings worthwhile.

Parents and caregivers of children who are D/HH have the opportunity to look back and understand what was happening behind the scenes between the time their child was screened and the time they were diagnosed and enrolled in early intervention. Parents of those who were diagnosed later, either because of loss to follow up or delayed onset hearing loss, were able to see what could have or should have happened. Parents also find the LCs to be an opportunity to be connected in a new way.

We have paid attention to the varying leadership styles and skills of those asked to co-lead LC meetings. Some have a lot of leadership experience, through various volunteer organizations or employment opportunities. Others have very little. As each LC has been handed off to local leadership, we always look back on how previous groups were handed off and ask ourselves "How might we do things differently this time and why?" And, "What worked well for the last handoff and should we do that again?" We ensure a mentor from the Center for Family Involvement is always available as we know offering guidance and support when parents step up to help or lead, and being enthusiastic over their contributions or leadership, improves the chance of long-term engagement and investment. When parents feel invested in improving outcomes for children other than their own, then EHDI has a new pipeline of parents ready to spread the word, improve awareness, support other families and impact the goals of early hearing detection and intervention.

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