

Innovative Delivery Models of Deaf/Hard of Hearing Adult to Parent Support

STEPHANIE OLSON

KAREN PUTZ



Co-Directors of Deaf and Hard of Hearing Infusion at Hands & Voices



Karen Putz



Stephanie Olson

Didn't you talk about this last time?

Don't you talk about this at every conference?

Creative and Innovative ideas...



Deaf/Hard of Hearing
Guides, Role Models,
Mentors...
What's the Difference?



Deaf/Hard of Hearing Mentors:

The term “Deaf Mentor” or “deaf mentor” is a trademarked title referring to the staff using the Deaf Mentor Curriculum provided by the SKI HI Institute. A SKI-HI Deaf Mentor is trained in ASL instruction and interacts with the child and family using ASL, shows family members how to use ASL through informal interaction and formal ASL lessons, teaches the family about Deaf Culture and introduces them to the local Deaf Community

Deaf/Hard of Hearing Role Models:

Adult Role Models are adults who are deaf and hard of hearing. They may communicate via Listening and Spoken Language (LSL), Cued Speech/Cued English, and/or American Sign Language. They provide children who are deaf and hard of hearing and their families with insight into life experiences as an adult who is deaf or hard of hearing.

Deaf/Hard of Hearing Guides:

A program of Hands & Voices, Guide By Your Side (GBYS) – D/HH Guides are a diverse group of D/HH adults who compliment the work of Parent Guides by working alongside them. D/ HH Guides share with children and families their unique life experiences, use of technology, how they navigate social situations, how they developed their personal identity, etc

<http://handsandvoices.org/fl3/fl3-docs/DHH-Guidelines.pdf>

Training: The Key to Success

Develop Standardized Training for D/HH Adult to Family Support in your state (An ongoing process, not a one-time deal)

Training Parents and D/HH Adults TOGETHER

- Role Playing
- How to initiate conversations
- How to tell/share your story without bias
- Understanding the different perspectives
- Practice answering tough questions
- Communication access
- Support for each other!

More ideas:

- **Consider developing a curriculum from the FL3 DHH Guidelines and DHH Training Resources**
- **Seek out experienced trainers**
- **Consider co-facilitators/trainers with diverse lived experiences such as DHH adult with a hearing parent or 2 DHH adults with different backgrounds**
- **Invite community stakeholders to your training or part of it**
- **Use trainings already established, like SKI-HI, H&V Supporting Families Without Bias, and other FL3 trainings**

Overwhelmed?



Unsure of which program or what program to start with for your state?

Talk to states that do more than one or all three programs

Consider reading and understanding the meaning behind “cultural and linguistic brokers” from Christie Yoshinaga Itano’s presentation, **Towards a New Model for the Deaf Infusion of Leadership in Early Hearing Detection and Intervention Services** (from the The 2015 Libby Harricks Memorial Oration

<https://handsandvoices.org/deafhardofhearing-children/a-new-model-of-deaf-and-hard-of-hearing-infusion/>

Challenges to Providing DHH Adult to Family Support

Low or no funding

Pandemic

Lack of trained DHH adults

Support comes with bias

Families don't want services

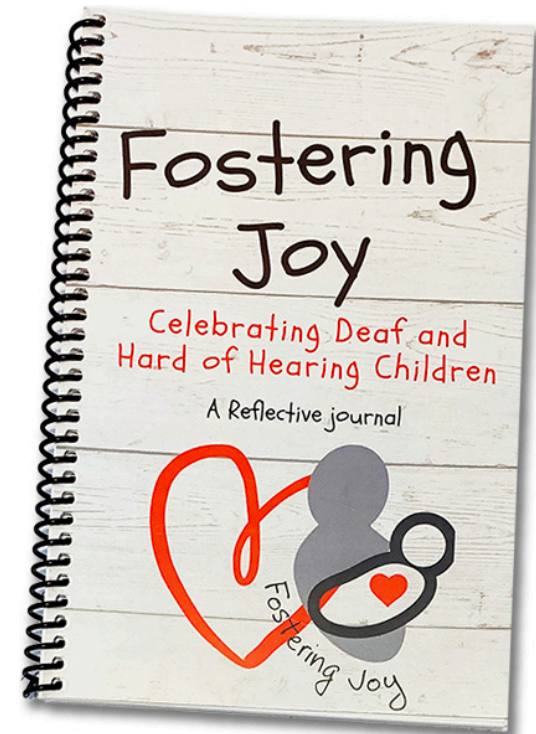
Lack of Diversity

It All Starts with Relationship Collateral

(the strongest network is based on collaborative relationships)

- Google Search: Who are the D/HH “Hidden Figures” in your state?
- Networking with diverse groups
- Pick up the phone/videophone/Zoom/etc. and get to know D/HH adults in your state
- Let service providers know you’re open to referrals
- Positivity goes a long way—foster JOY on the journey!

<http://www.handsandvoices.org/resources/fostering-joy.htm>



What states are
doing...

Washington

DHH Adults hold a
place at the table
and are equal
contributors

Get to know your local and state chapter leaders of other DHH groups—Attend or speak at their meetings and vice-versa.

Share positive news about DHH kids and adults (Do a Google Search once a week)

- When offering virtual events we offer both captioning and ASL interpreting (costs are built into our planning, no RSVP is needed)

Create a set of Core Values to operate by and keep everyone on the same mission. Examples:

- Cultural humility by acknowledging we are all eager learners of other cultures; offering to generously and non-judgmentally teach each other.
- Diversity and the recognition of the rights of all individuals to mutual respect; acceptance of others without biases based on differences of any kind.

What states are
doing...

New Jersey

We didn't use the words
mentors, role models,
and peers; we just
knew that our sons
needed to know other
children and adults with
shared experiences.
~Pamela Aasen

Creating Change Through Legislation

“In 2018, the Leveling the Playing Field legislative bill was passed in NJ, providing substantial funding for programs for children birth to 5 who are Deaf and Hard of Hearing.

SPAN received the funds. We worked collaboratively with the DOH EHDI program DDHH, the Marie Katzenbach School for the Deaf (MKSD), and the Department of Education. We met weekly with a representative from each to brainstorm and follow our progress.” ~Pamela Aasen

<https://www.epmagazine.com/blog/mentors-role-models-and-peers>

What states are
doing...

New Mexico

17 full time DHH Developmental Specialists

Program serves Birth to Six

Approved disciplines for Certification:

Audiology Art or Music Therapy

Communication-Language Disorders

Vision Training Elementary Education

Counseling and Guidance

**Early Childhood Development and Education Education of the Deaf/Hard of
Hearing**

Family Studies

Social Work

Family Therapy and Counseling

Special Education Speech and Language Pathology

What states
are doing...

Alabama

Collaboration among several organizations:

Alabama Hands & Voices

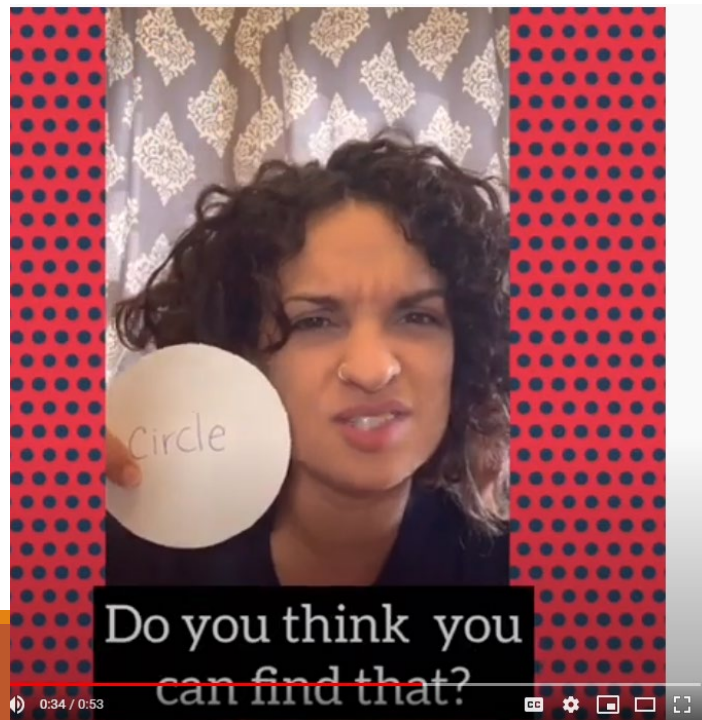
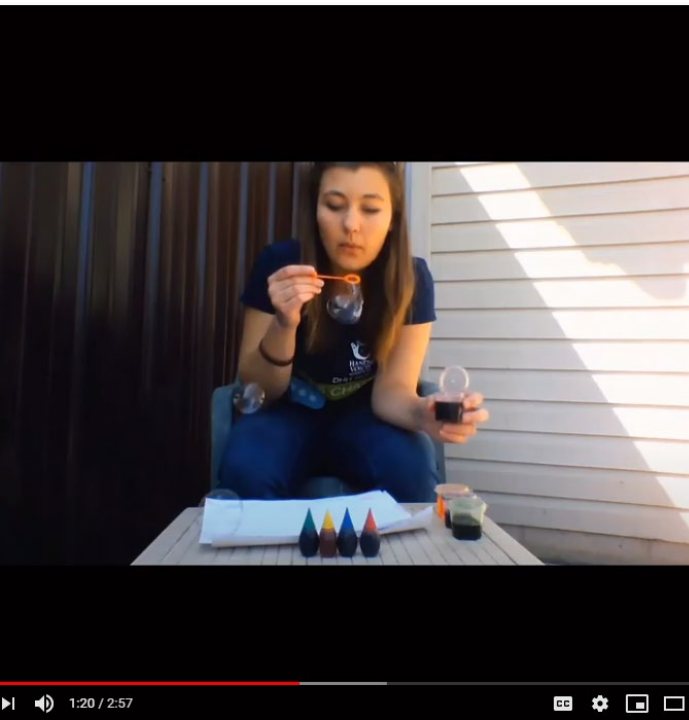
Children's Rehabilitation Services

Limitless Beginnings

Alabama Institute for Deaf & Blind"

Zoom Panel with DHH Adults:

"What I Would Tell My Younger Self"



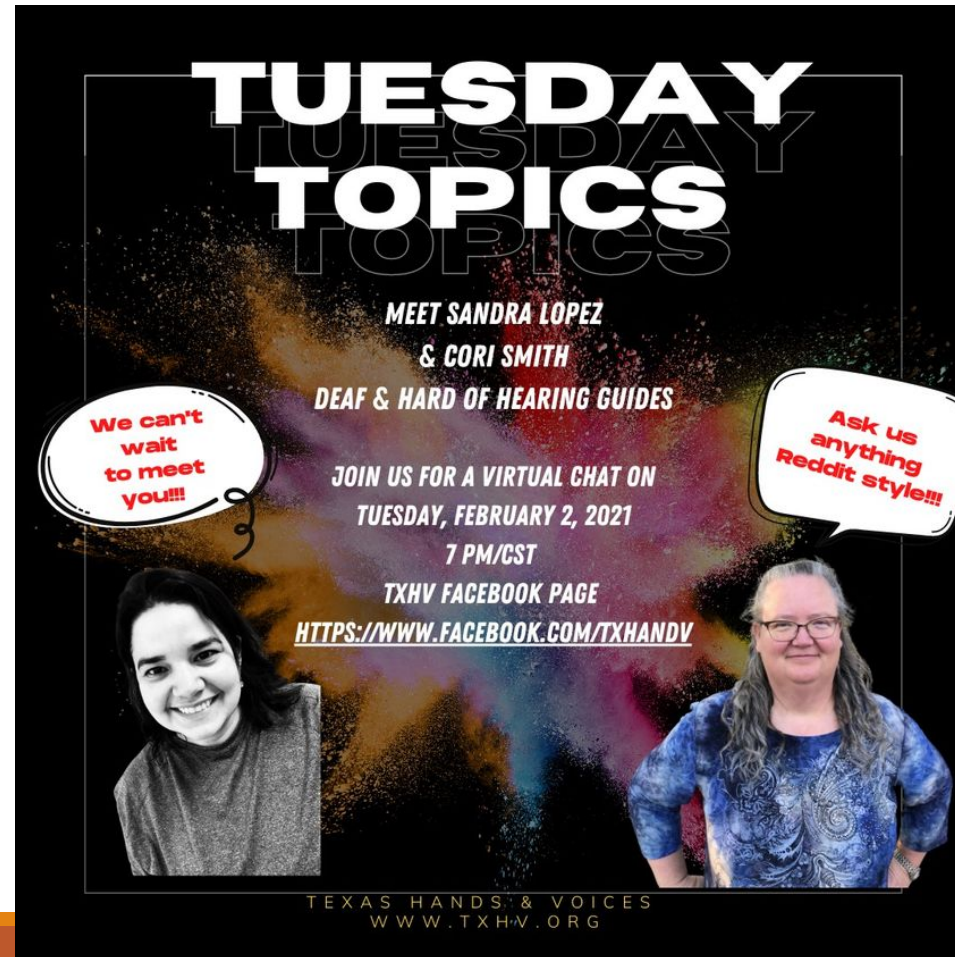
MAKING THE BEST OUT OF THE QUARANTINE...

[HTTPS://WWW.YOUTUBE.COM/USER/MNHANDSANDVOICES](https://www.youtube.com/user/MNHANDSANDVOICES)

Kentucky: Hero Program--Role Model Trading Cards



Texas: Tuesday Topics with DHH



**TUESDAY
TOPICS**

**MEET SANDRA LOPEZ
& CORI SMITH**
DEAF & HARD OF HEARING GUIDES

**JOIN US FOR A VIRTUAL CHAT ON
TUESDAY, FEBRUARY 2, 2021
7 PM/CST
TXHV FACEBOOK PAGE
[HTTPS://WWW.FACEBOOK.COM/TXHANDV](https://www.facebook.com/txhandv)**

We can't wait to meet you!!!

Ask us anything Reddit style!!!

TEXAS HANDS & VOICES
WWW.TXHV.ORG

The poster features two women, Sandra Lopez and Cori Smith, at the bottom. The background is a colorful, abstract pattern of dots and lines in shades of orange, red, and blue. The text is primarily in white and red, with a black background for the main content area.

MD-DC: Providing All Access

MD/DC Hands & Voices



Let it Snow!
January StoryTime



**YouTube videos
Available in ASL,
Cued English and
spoken/signed
English**

**Free Book & Craft
kit for D.C. D/HH
residents age 0-3**

 **HANDS & VOICES**
MARYLAND/DC

Email: MDDCHandsAndVoices@gmail.com

 **GUIDE BY
YOUR SIDE**
For Families

Interviews with DHH Teens and Adults



Video Interviews on different aspects of the DHH experience

Opportunity for families to “meet” diverse DHH adults and teens

Infusing D/HH Adults in the System

Family Events

Serving on EHDI Advisory Board

Webinars

Online social media chats and events

Stories/blogs/videos

Partner with diverse organizations to work together

Office Hours for FBOs

A way to connect and share innovative services with each other

- **Targeted Audience:**
Parent & DHH leaders providing Deaf/HH-specific family support
- **Format:**
Monthly video/teleconference via ZOOM
Register for link & password
- **Goal:**
Parent and DHH leaders connect with each other, share ideas/strategies on a planned topic + open Q&A and FL3 TA



One Leader per program. Captioning provided. Other access needs, email Candace 1 week prior to the date: candace@handsandvoices.org

Mark your calendar! - "FL3 Office Hours"
Hands & Voices Family Leadership in Language & Learning Language and Learning (FL3)

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



HANDS &
VOICES™

TIPS FOR MEANINGFUL PARTICIPATION

TIPS FOR MEANINGFUL
PARTICIPATION BY PARENTS AND
ADULTS WHO ARE DEAF AND HARD
OF HEARING SERVING IN EARLY
HEARING DETECTION AND
INTERVENTION (EHDI) SYSTEMS*

**Specifically, Advisory Committees and Learning Communities*

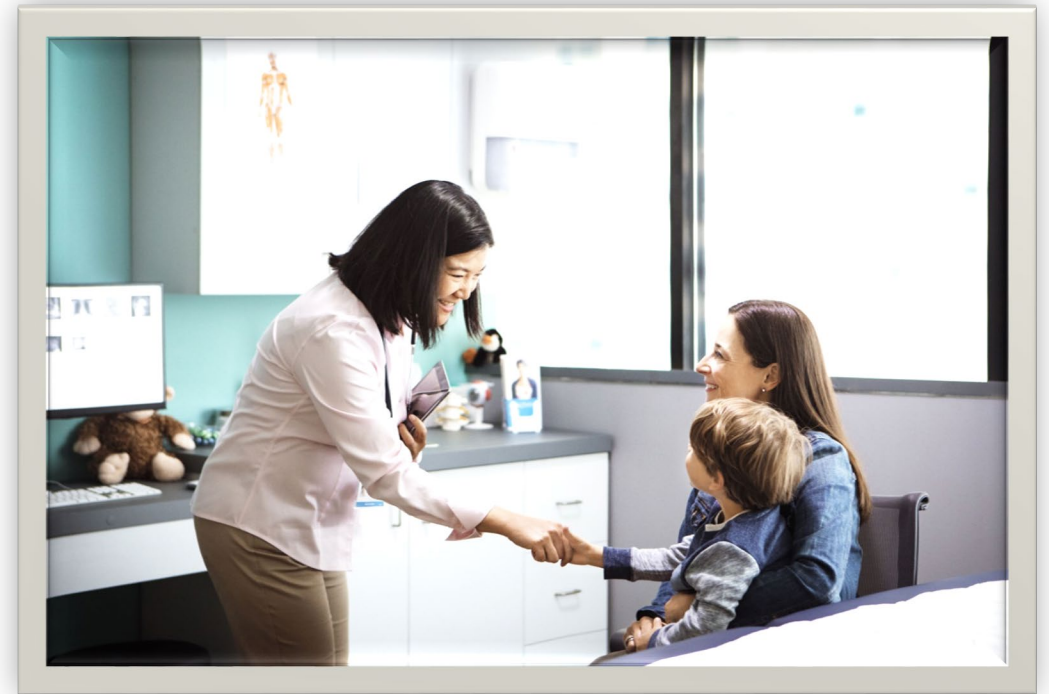
“The goal of early hearing detection and intervention is to maximize the linguistic and communicative competence and literacy development for children who are deaf or hard of hearing.”¹

https://handsandvoices.org/fl3/fl3-docs/Final-DHHadults-in-EHDI_8-30-2018.pdf

Ask yourself:

Are DHH adults true team members in your EHDI System?

Create the programs that work for your state. When programs collaborate--instead of competing with each other, families win!



Where do we go for more information?

Stephanie@handsandvoices.org

Karen@handsandvoices.org

[FL3 Interviews with Deaf and Hard of Hearing Adults](#)

[Guidelines for DHH Guide/Mentor/Role Model Programs](#)

[FL3 DHH Adult Support Training Resources](#)

[Tips for Meaningful Participation by DHH Adults in EHDI](#)

