



Deaf and Hard of Hearing Plus

Considerations in Supporting Families of Children who are Deaf or Hard of Hearing with Disabilities

EHDI 2020

Itinerary: Wait...what?!





Hello!

**Amy Szarkowski &
Candace Lindow-Davies**

**We are not exactly travel
agents...**

**A psychologist &
A parent of a 24-year-old
who is Deaf Plus**

Candace's Journey of a Lifetime

Identification

- Cerebral palsy/probable CMV - 6 mos.
- Profound deafness - 8 mos.
 - ADHD - Kindergarten
 - Raynaud's – 9th grade
 - Anxiety - College
 - Seizures, Epilepsy, Osteoporosis... - College

Adjustment

- Lots of professionals
- So many appointments
 - Many decisions
- Language/ communication learning
 - Role models sought
 - Change in homes
 - New career
 - Loads of money spent

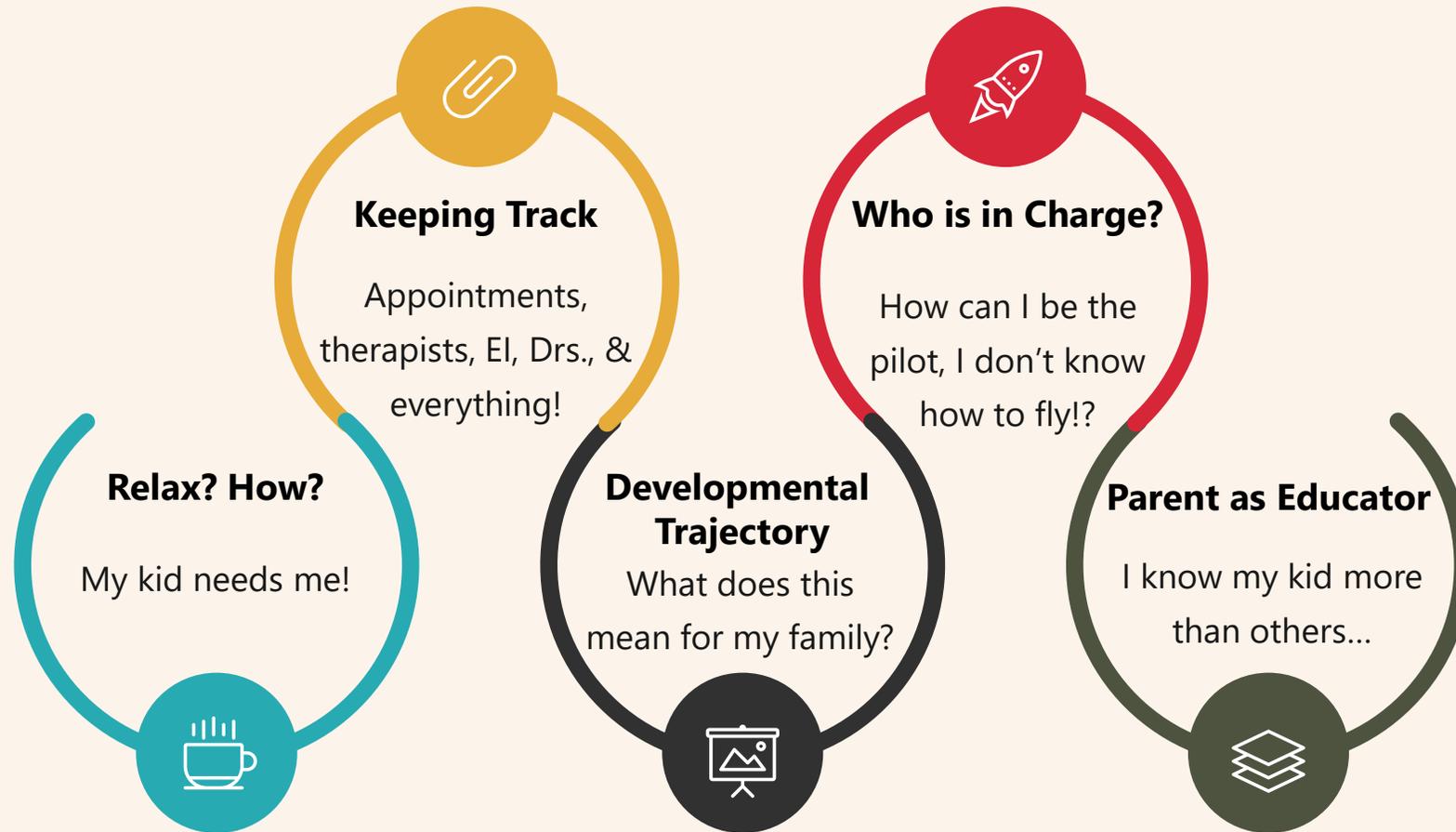
Challenges & JOYS

- Conflicting messages
 - Trust in ourselves
 - **Our son delights us**
 - Search for resources
 - Answers found
 - **Our son makes us laugh**
 - Feelings of isolation
 - Community found
- **Our son led us to lifelong friends and value for ALL**

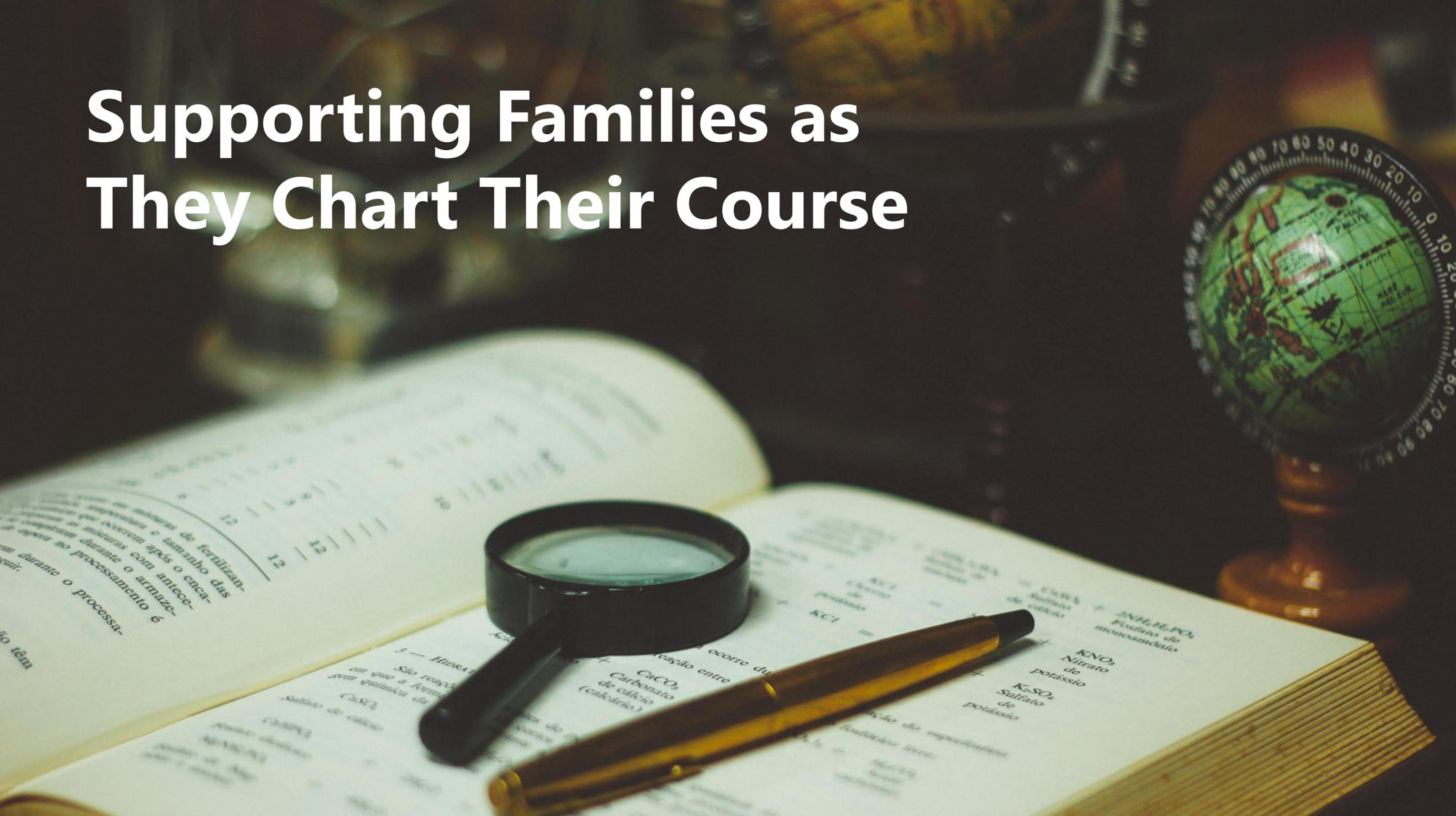
Approximately 40% of Deaf or hard of hearing children have a disability. You are not alone!



Lay-overs, canceled itineraries & no pilots in sight



Supporting Families as They Chart Their Course



Families Needs (Hands & Voices – Family Needs Assessment)

Key Finding #1

Families need comprehensive information, at different times in life

Key Finding #2

Families need coordinated, trusted support & resources

Key Finding #3

Families need support from other parents who share their lived experience

Key Finding # 4

Families who are underserved need additional support

Ward, Hunting, & Behl, 2019
FL3 – Hands & Voices

Deaf World - Deaf Empowerment - Deaf Gain - Deaf Culture



Yet, for families with a child who is DHH Plus, sometimes those concepts feel like they are a world away

Deaf empowerment (DeClerck, 2016); Deaf Gain (Bauman & Murray, 2009); Deaf Cultures (Leigh, Andrews & Harris, 2016); Stats (CDC, 2019)

Implication of having a Child who is DHH with a Disability

- Family dynamics & acceptance/integration
- Communication & engagement
- Education & services

Strategies for Supporting DHH Plus Children

Adapting Communication

Blending methodologies & technologies for communication is more common.

Affirm the child's communication attempts.

Flexibility will often be needed.

Allowing Time

Showing patience and creating calming spaces to interact is often necessary.

Motor challenges contribute to fatigue and reduced self-regulation for a child.

Processing or learning challenges require additional time.

Sociocultural Framework for Supporting DHH Plus

Adults & Peers

Foster learning, adults & other children

Natural Interactions

Important for understanding social & behavioral norms

Multiple Opportunities

Many chances to develop knowledge & skills – with support, then independently

Sociocultural Framework for Supporting DHH Plus

Social & Cultural Influences

Children learn and grow within their cultural system and social experiences

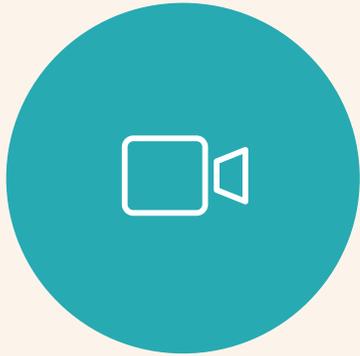
Learning in Context

Children learn through events, activities in contexts that are needed to build background knowledge

Child in Context

Consider the child's surroundings (people, settings, etc.) as a way to build their skills

Ideas for Supporting Families – From Families



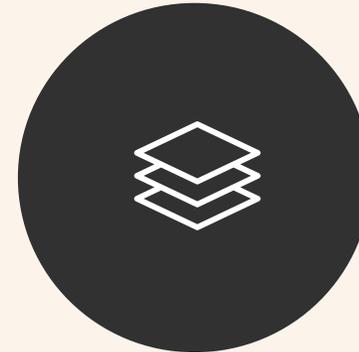
Community:
Hands & Voices

[DHH Plus Parent Facebook Group](#)



Inclusion:
Hands & Voices

[DHH Plus Checklist](#)



Advocacy:
Hands & Voices

[ASTra Resources](#)

<https://handsandvoices.org/resources/dhh-plus.html>

**Families can feel lost on their map-less
exploration**

AND

**Journeys can be
informative,
interesting &
JOYFUL**





*"I live today, in the struggles and successes of the moment,
and look to the future,
always setting high expectations.
I push, pull, pray and will my child to reach those expectations
...and I never, ever, give up."*

- Christine Moody, parent

Thank you!

Questions?

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