

Published December 2016

Annual Family & Client Survey

# Findings & Action Plan 2016

Telethon Speech & Hearing



If you require this survey in an alternative format,  
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Telethon **Speech & Hearing**

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## Executive Summary

Telethon Speech & Hearing (TSH) continually strives for excellence in service delivery. The purpose of the TSH Annual Family & Client Survey is to obtain feedback on our services, evaluate our programs and to incorporate families/clients' voices into future planning of service delivery to meet their needs.

The survey was conducted in the:

- (a) Early Intervention Hearing Impaired (EI-HI) Program (Chatterbox),
- (b) Speech and Language Program (Talkabout),
- (c) School Support Program (Outpost), and
- (d) Better Hearing TSH.

Just over half of TSH families and clients participated in the survey. The outcomes of the survey guide us to ensure continuous improvement in all that we do.

## Summary of Findings

Data indicated that families and clients were highly satisfied with TSH's services and its programs were meeting their needs. Families and clients were pleased with the progress towards their goals, and were impressed with the quality of TSH's staff members. Families and clients were also greatly satisfied with TSH's administration, its facilities and library services. The open-ended responses illustrated various

positives identified by the families and clients. Suggestions and comments were also received. Each comment was carefully examined by senior staff of TSH, and a quality improvement action plan commenced. It is expected that the quality improvement action plan will be fully implemented by the end of 2017.

## Survey Background

The first TSH Family Survey was carried out in 2007, with questionnaires reviewed annually and updated as required to capture valuable information about each program. An online survey tool was introduced in 2011 in addition to paper based copies. An incentive has been used since 2011 to maximise response rates. A client survey for Better Hearing TSH (service for adults with hearing impairment) was introduced in 2014.

## Participants & Procedures

The survey was distributed in late July 2016, and kept open until late August. All families of children attending the Early Intervention Hearing Impaired Program (Chatterbox, 53 families), Speech and Language Program (Talkabout, 135 families) and School Support (Hearing Impaired) Program (Outpost, 53 families) at the time of distribution were invited to participate in the survey. A \$100 gift voucher was used as an incentive for participation. All clients and carers of Better Hearing TSH had provided email address or postal address (58 clients) were also invited to participate with a \$50 gift voucher.

Invitations were emailed to each family to complete the on-line survey as well as paper copies being posted with a self-addressed envelope. Staff members were asked to encourage families to complete the survey. A general reminder email was sent twice. Hard copy responses were entered manually into the database for collation.

Responses to the surveys were anonymous and data kept confidential to protect privacy. Respondents were given the option of further contact if they had a compliment or complaint they wished to take further. At the end of the survey, respondents were asked to indicate if TSH was permitted to 'share and publish' their comments. Quotes included in this report were provided by those who had given TSH permission.

Telethon Speech & Hearing

2016 Annual Family & Client Survey

# Findings



## Overall Findings

The overall response rate increased from 49.9% in 2015 to 56.6% in 2016. A dramatic increase in the Better Hearing TSH's response rate (25.9% in 2015, 58.6% in 2016) largely contributed to the improvement of the overall response rate. The vast majority of these responses were provided by mothers. The Better Hearing TSH questionnaire was primarily completed by adults with hearing impairment. Some respondents skipped some questions.

The following formula was used to calculate the percentages to indicate the level of agreement with each statement for the EI-HI, the Speech and Language, and the School Support Program Surveys:

- The number of families who agreed or strongly agreed with the statement divided by the number of families who agreed, strongly agreed, disagreed or strongly disagreed with the statement, multiplied by 100.

For the Better Hearing TSH Survey, the following formula was used to indicate the level of satisfaction:

- The number of clients who responded 'yes' to the question divided by the number of clients who responded 'yes', 'no' or 'not sure'.

Overall, the quantitative responses for each program were very positive, indicating that families and clients were highly satisfied with TSH's services through each program. Many positive comments were provided. Suggestions/issues were also raised. TSH's senior management team have examined each comment for service improvement and future planning.



## Early Intervention Hearing Impaired Program (Chatterbox)

The response rate was 64.2%. Of the respondents, 82.4% had a child with bilateral hearing loss whereas the rest had a child with unilateral hearing loss. All respondents were receiving individual therapy sessions at TSH. 82.4% of the respondents were also attending playgroups at TSH.

### Quantitative Data

The quantitative data indicated that overall, families were satisfied with the individual sessions and the Therapy Playgroups, the specialist services and the staff. Families were satisfied with the administrative service and the library. The vast majority of families perceived that:

- Sessions (100% for individual therapy, 88% for Therapy Playgroup) were meeting their child's needs.
- The therapist was approachable and professional (100% for individual therapy, 92% for Therapy Playgroup).
- The therapist discussed their child's progress with them (96.8% for individual therapy, 80% for Therapy Playgroup).
- They understood the reasons for their child's formal speech and language assessments (100%), and the annual report regarding their child (96.6%).

- The therapist encouraged and coached them for their therapy goals (96.8%).
- They felt like an equal and active participant in the therapy sessions (100%).
- Occupational therapy services were meeting their child's needs (95.7%).
- Psychology services were meeting their child's needs (83.3%).
- Audiological support is meeting their child's needs (74.1%).
- The Occupational, Psychologist and Audiologist were approachable and professional (84.6-95.8%).
- They were able to contact the Occupational Therapist, Psychologist and Audiologist when necessary (76-88.9%).

The majority of the families:

- Were satisfied with the administrative services (88.9-100%); and
- Were satisfied with the physical condition of TSH's facilities and parking access (86.7-96.7%).

More than half of the families used the TSH library (58.1%). Library users found it easy to access and borrow books, resources and information (100%).

Families were satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (90.5-100%). Just under two thirds of families always or often read Parentlink.



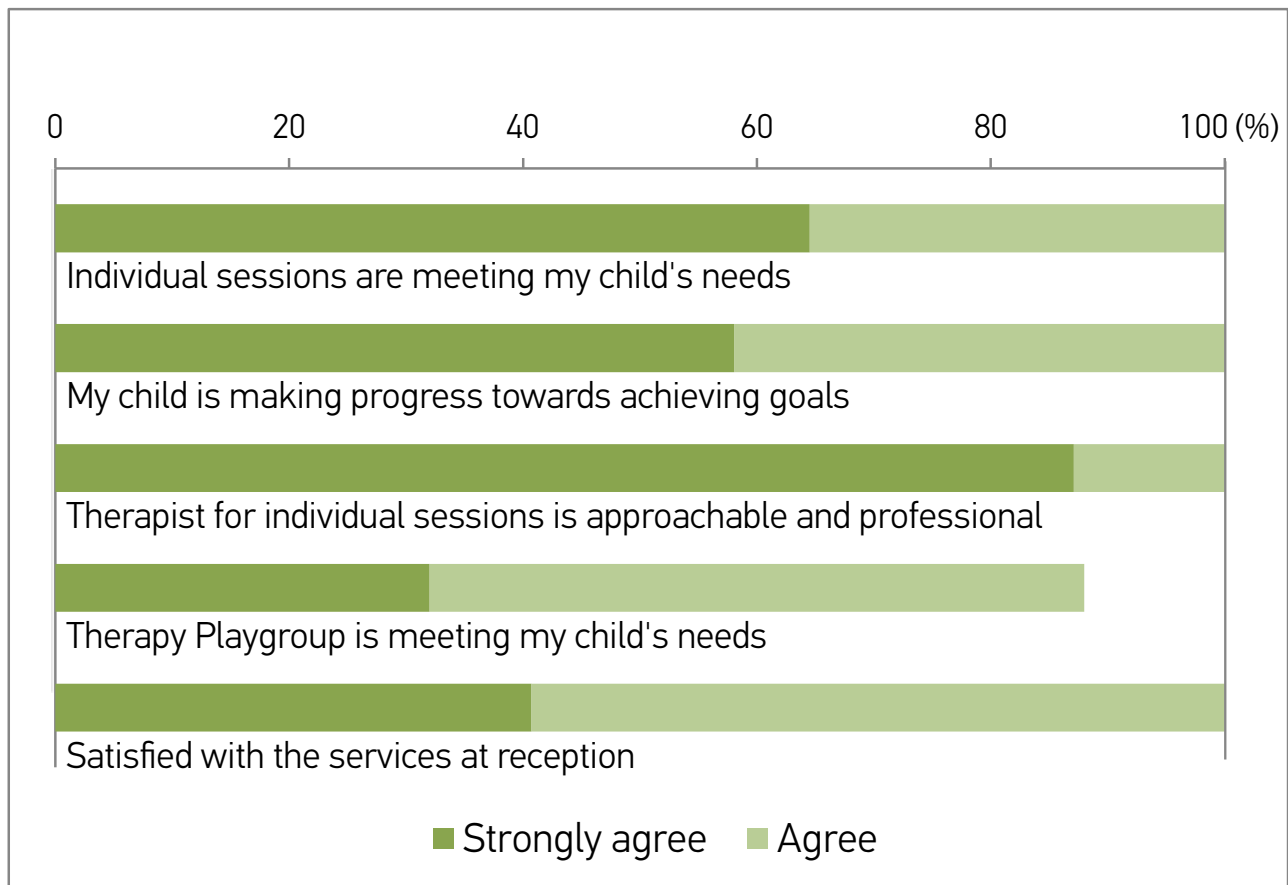


Figure 1. Early Intervention Hearing Impaired (EI-HI) Program (Chatterbox)

## Qualitative Data

The main themes identified in the qualitative data supported our quantitative results. Families identified: Progress in their child's development in speech and hearing, Education and guidance that families received, and Opportunities to meet other parents as major positives about having their child in TSH's EI-HI Program. The families reported that improved listening, speech, language and interactions were the most significant change in their child because of TSH's EI-HI Program.

Comments include:

- "Feeling the support network around you once you walk through the doors." [Mother of a 1-2 years old child with bilateral hearing loss]
- "Starting to see her achieve developmental milestones." [Mother of 1-2 years old with bilateral hearing loss]
- "Being able to help her develop speech with the right method & strategies so

she is age appropriate. Also I find it very, very useful with the tips given by therapist on how to control my child's behaviour." [Mother of a 2-3 years old child with bilateral hearing loss]

- "I can keep track of my child's normal development. Being aware of learning goals and working towards achieving that goal (These have been positive about having my child in the program)." [Mother of a 2-3 years old child with bilateral hearing loss]
- "We really like that we can receive speech, OT and Therapy Playgroup all in one place." [Mother of a 4-5 years old child with bilateral hearing loss]
- "All the staff are highly knowledgeable and genuinely want to help our daughter and ourselves get the best for my daughter. All the staff regularly talk to each other about the best approach for her and we really appreciate it as it helps take the pressure off explaining things and developments when we are already under a lot of pressure day to day." [Mother of a 3-4 years old child with bilateral hearing loss]

Note. These families were attending both individual therapy and the Therapy Playgroup.

## Speech & Language Program (Talkabout)

Note. [Abbreviations] Talkabout 2 = T2, Talkabout 3 = T3, Talkabout 4 = T4, Talkabout 5 = T5.

The response rate was 56.4%. Approximately one third of responses were from T2/T3 families, and the rest from T4/T5 families. 97.3% responded the main language spoken at home was English. Approximately one-fifth of respondents were attending Talkabout for less than half a year. About one-third of the respondents were attending for 6-12 months, and another one-third were attending for up to 2 years. Just under one fifth of the families were attending Talkabout 2-4 years at the time of the survey.



Figure 2. Speech and Language Program (Talkabout)

## Quantitative Data

The quantitative data indicated that the vast majority of the families were highly satisfied with the program, the specialist services, and the staff. The satisfaction with the family support through the program was remarkably high.

Families perceived that:

- The Talkabout Program was meeting their child's individual learning needs (100%).
- They understood the aim of the program and how it related to their child (98.6%).
- Their child was making progress towards achieving his or her goals (100%).
- The teaching staff, the specialist staff and the Family Liaison Officer in the Talkabout Program were approachable and professional (89.7-98.6%).
- They were able to contact the teaching staff, the specialist staff and the Family Liaison Officer when necessary (89.1-96.8%).
- They had enough opportunity to discuss their child's progress and goals with the teaching staff (97.2%).
- They were generally kept up to date with their child's progress in various areas including language, social skills and play, independence, fine and gross motor skills, behaviour, and ear health (88.7-93%).
- The specialist staff were clear and easy to understand during discussions about their child (90.4-98.5%).
- They were satisfied with the format of written reports and portfolios from the program (89.4%).
- They felt supported by the Talkabout staff (97.2%).
- They found the support from interaction with other parents beneficial (91.5%).
- 70.4% of the families reported that they have attended a Parent Information Session offered between February and July 2016. 100% of the attendees found the sessions useful.

The majority of the families were satisfied with:

- the administrative service (93.4-97.1%); and
- the physical condition of TSH's facilities and parking access (87.1-98.6%).

84.5% of the respondents used the TSH library. The vast majority of the library users found it easy to access and borrow books, resources and information (98.2%).

The families were highly satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (92.5-98.5%). Over 80% of the families always or often read Parentlink.

## Qualitative Data

Main themes identified in the qualitative data supported the quantitative results. Parents reported being pleased with the quality of the program, the improvement in their child's confidence, speech and language, and social interactions with others. Families acknowledged the quality of the staff. The families reported that improved confidence, speech, language and communications were the most significant change in their child that was due to the Talkabout Program.

Comments include:

- "Our child has really grown and become positive through the safe learning environment and activities that are prepared by the staff ... They genuinely care for the children and their progress." [Mother, T2/T3]
- "Excellent teaching/facilitation of learning both for my child and myself." [Mother, T2/T3]
- "Went from barely any social interaction, very few words, super sensitive to noise and crowds..... To being extremely social, following the classroom routine, interacting with his classmates, lots of words and not nearly as stressed by noise!" [Mother, T2/T3]
- "I am thrilled with the progress my daughter has made this year! Being part of the Talkabout program has been beneficial to the whole family and seeing her confident, filled with joy and curiosity warms our heart ... We couldn't be happier

with how far she has come.” [Mother, T4/T5]

- “The scaffolding learning amongst very focused staff and importantly amongst a group of children, I feel, has immensely supported and increased his learning, plus confidence. His confidence and willingness to express himself with others has grown along with an increased sense of adventure and determination. He has been more outgoing, vocalising more with others outside of family and increased focus of enthusiasm in all he participates.” [Mother, T4/T5]
- “Ear health and fine motor health checks have also been of great value.” [Mother, T4/T5]
- “The boost in confidence to attend his mainstream kindy and to communicate with people other than his immediate family.” [Mother, T4/T5]



## School Support Program (Outpost)

The response rate was 47.2% (55.6% for families of primary-age students, 29.4% for families of high school-aged students). 80% of the responses were from families of primary-age students.

### Quantitative Data

The quantitative data indicated that families were highly satisfied with the program, the specialist services, and the staff.

All or the vast majority of families perceived that:

- The School Support Program was meeting their child's individual learning needs (100%).
- The individual sessions with the Teacher of the Deaf (ToD) were meeting their child's needs (90.9%).
- They understood the aim of the program and how it related to their child (100%).
- Their child was making progress towards achieving his or her goals (95.7%).
- They were satisfied with their child's participation in the school (95.7%).
- They were satisfied with in-class support for their child including Notetaker and Education Assistant (100%).

- The ToD and the Education Assistant/Notetaker and the specialist staff were approachable and professional (100%).
- The ToD was clear and easy to understand during discussions about their child (100%).
- The specialist staff were approachable and professional (93.3-100%).
- The specialist staff were clear and easy to understand during discussions about their child (84.6-95%).
- They had enough opportunity to discuss their child's progress and goals with their ToD (100%).
- They kept up to date with their child's progress in various areas including listening skills, their ability to manage audiological equipment, language, literacy and communication, social skills, independence and their ability to access the curriculum (91.3-100%).
- They were able to contact the specialist staff when necessary (88.2-100%).
- They were satisfied with the format of written reports from the School Support Program (95.2%).
- Approximately two-thirds of the families had received Parent Tutorials with their ToDs. Approximately 60% of the parents with primary students and about 40% of the parents of secondary students would like to receive the tutorials.

The majority of the families were satisfied with:

- the administrative service (94.4-95.2%); and
- the physical condition of TSH's facilities and parking access (87.1-98.6%).

The families were highly satisfied with the way TSH communicates with families such as Parentlink (e-newsletter from TSH) or invitations to events (94.4-100%). Approximately two-thirds of the families always or often read Parentlink.



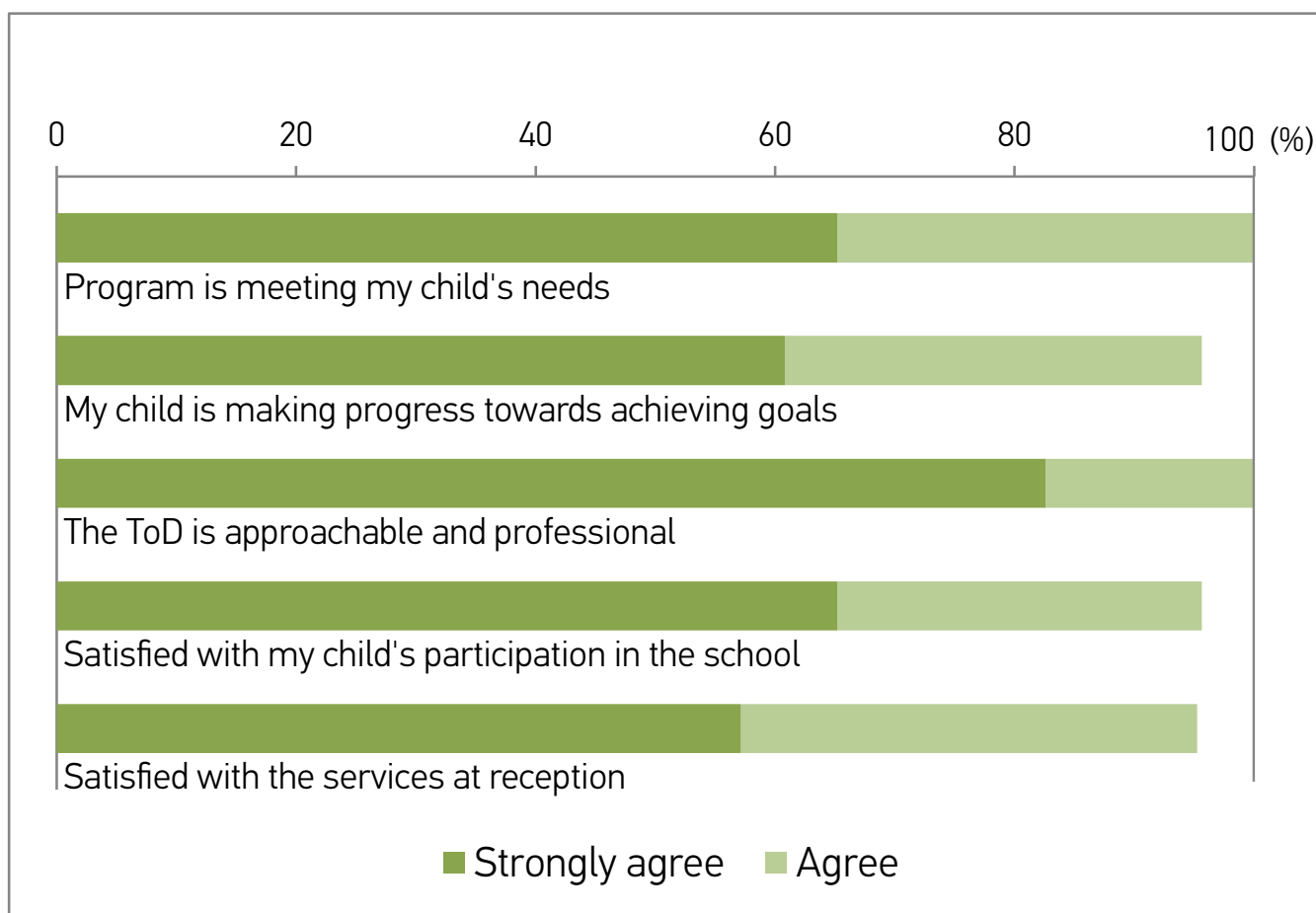


Figure 3. School Support Program (Outpost)

## Qualitative Data

Main themes identified in the qualitative data supported the quantitative results. Parents reported being pleased with the progress that their child had made, and grateful with the support provided through the program. They acknowledged how well the staff supported their child. Families often reported increased confidence as the most significant change in their child that was due to the School Support Program.

Comments include:

- “This program is fantastic. I have seen the outcomes from other support programs and I can see the difference in kids coming from the TSH School Support program... With this program he is developing like every other seven year old, even better, which is all I could ever dreamed of since his diagnosis.”  
[Mother of primary-age student]

- “My son is progressing overall and (I) believe it’s through all the additional support he receives.” [Mother of primary-age student]
- “My child's confidence has improved dramatically. She now has the added help she has always needed at school.” [Mother of primary-age student]
- “My child is getting everything he needs from the support program. My child is able to hear and listens properly since the support program.” [Mother of primary-age student]
- “Helped to improve the reading. Reading well even before (my child) doesn’t know phonics.” [Mother of primary-age student]
- “I believe that she has benefited greatly by being part of the School Support Program and that is reflected in her positive attitude to school and her classes. She enjoys and looks forward to attending classes and without the extra support I think she would be finding school very difficult. We are very appreciative of the current program.” [Mother of secondary-age student]



## Better Hearing TSH

The response rate was 58.6%. The majority of the respondents (80%) were adults with hearing impairment. Over 90% of the respondents were 60 years old or older. The clients used various services at Better Hearing TSH (5 Steps to Better Hearing Workshop, information about hearing loss, free hearing screening, assistive listening technology, lip reading class).

### Quantitative Data

The quantitative data indicated that clients were highly satisfied with the services.

Clients perceived that:

- Better Hearing TSH was meeting their individual learning needs (83.3%).
- They were making progress towards achieving their goals in Better Hearing TSH (100%).
- Better Hearing TSH staff were approachable and professional (100%).
- Better Hearing TSH staff were clear and easy to understand during discussions (100%).
- They were able to contact the Better Hearing TSH clinic when necessary (83.3%).
- They had enough opportunity to discuss their progress and goals with Better Hearing TSH staff (90.9%).

- Better Hearing TSH staff had given them information and ideas that had helped them with their difficulties (100%).
- They felt supported by Better Hearing TSH staff (100%).
- They were satisfied with the physical conditions of Better Hearing TSH facilities (100%).
- They were satisfied with access to parking at Better Hearing TSH (100%).

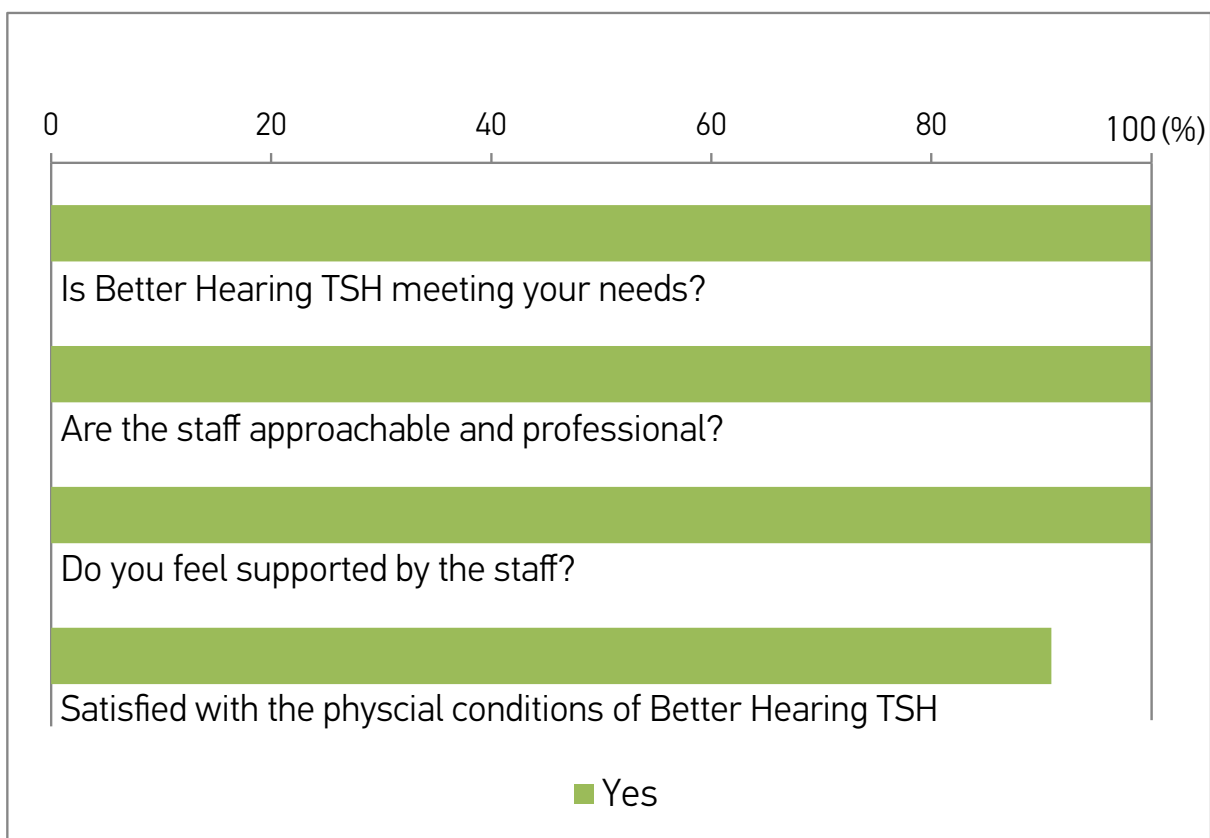


Figure 4. Better Hearing TSH

## Qualitative Data

The comments provided by the clients supported the quantitative results. Clients were satisfied with the attributes of the Better Hearing TSH staff and the services they received.

Comments include:

- “The staff are friendly and supportive. The staff are very knowledgeable.” [Adult with mild hearing loss]
- “PAH Coffee Club is very welcome for deaf community and thank you TSH for kindly let us use room. It is very comfortable and happy place.” [Adult with profound hearing loss]
- “The Better Hearing TSH Manager's empathy and willingness to help and the fact that she loaned us a device for trial.” [Adult with severe hearing loss]
- “The young lady who did the complimentary test was very courteous and efficient.” [Adult with mild hearing loss].
- “They are positive and professional towards the hearing problems with people” [Adult with mild hearing loss].

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# Action Plans

## Issues & Action Plan from the 2016 TSH Annual Family & Client Survey

TSH will take the following actions for improvement.

Issues raised by families	TSH Actions	How	Who	When
Keeping updated with staff changes impacting the EI-HI program (audiology).	Provide information regarding the audiology service. Communicate any changes in the protocol to the existing parent groups.	Head of Hearing Services to prepare documents for the EI-HI enrolment package. Head of Program Support circulate the information to families and the EI-HI staff. The Therapy Playgroup facilitators will also inform the families about the changes in their group.	Head of Hearing Services Head of Program Support EI-HI Therapy Playgroup Facilitators	Commenced December 2016 At enrolment Prior to the changes
Delay in getting appointments with audiologist in the Talkabout Program.	Ensure adequate audiologist cover is available for families when senior audiologists are travelling and unavailable.	Principal to discuss issue with Head of Hearing Services. Hearing Services to develop a plan.	Principal Hearing Services	Ongoing
Parent Information Talks – a bit too generalised. Repetition from year to year.	TSH to review parent information talk topics.	Family Support and Education Committee to discuss and plan actions.	Clinical Leaders, Family Support and Education Committee	Ongoing
Access to Psychologists in the Talkabout program.	To be discussed with Psychology team.	Plan to be added following review/discussion.	Clinical Lead Psychology, Talkabout Deputy Principal and Principal	December 2016
Talkabout families would like to be able to contact other families in their class.	Look into possibility of providing an opt in / opt out list for families to share.	Principal / Deputy Principal in Talkabout to provide a list for each class following privacy guidelines.	Principal – Schools	Beginning of Term 1, 2017

Issues raised by families	TSH Actions	How	Who	When
Toddler Toilet seats provided in the main toilets area in the Wyllie Building.	TSH to provide toddler seats.	Purchase toddler seats for main toilets.	Principal - Schools	Beginning of Term 1, 2017
No access to a microwave for heating of bottles.	TSH to provide a microwave in the Wyllie Building Parent Lounge room.	Part of a larger plan to improve Parent Lounge – fridge, coffee tea facilities, fresh coat of paint, parent references etc.	Principal – Schools	Beginning of Term 1, 2017
Not receiving email correspondence.	Ensure all families are receiving emails.	Check MAZE database to ensure all School Support and Talkabout families have a current email address listed.  Develop an alternative plan for those families who do not have a current email address.	For Talkabout and School Support Program: Principal – Schools and Family Liaison Officer  For EI-HI: Head of Program Support	Ongoing as new families enter the programs.
Library too hot in the summer.	TSH to investigate options.	Investigation complete and issue resolved.	Head of Corporate Services	Already completed in Nov 2016
Phone is generally on wait and families can't get through.	Bring concern to Family Support and Education Committee for review following discussion with Head of Corporate Services	Monitor phone responses.	Family Support and Education Committee Head of Corporate Services	Review commenced November 2016. To be resolved Term 1, 2017.
Parking can be a challenge.	More parent parking designated bays? Develop a plan for busy venue hire days.	Plan to be added following review.	Family Support and Education Committee Venue Hire	The plan was developed and trialled November 2016. The plan to be finalised for resolution in December 2016.



Issues raised by families	TSH Actions	How	Who	When
<b>Actions carried forward from the previous plan</b>				
<p>Could TSH work with mainstream class teachers in Outpost to develop their understanding and awareness of the access needs of our children, and use captions when possible?</p>	<p>Provide more information for Outpost mainstream teachers.</p>	<ul style="list-style-type: none"> <li>• TSH captioning committee to develop resources for Outpost mainstream teachers.</li> <li>• Train TSH Teachers of the Deaf/Education Assistants in operation of captioning technology at school.</li> </ul>	<p><b>Principal - Schools</b> Started but ongoing</p>	<p>Ongoing To be reviewed the end of Term 1, 2017.</p>
<p>How will my child be supported once they leave TSH?</p>	<ul style="list-style-type: none"> <li>▪ Continue to provide information for families whose children are transiting to school.</li> <li>▪ Continue to provide information about Better Hearing TSH services for families of children with hearing impairment who are graduating from school.</li> <li>▪ Begin to examine extensions to existing TSH services to support children once they leave TSH.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue with existing support programs.</li> <li>2. Continue to work with School of Special Educational Needs: Sensory (SEENS).</li> <li>3. Continue to strengthen TSH Youth Leadership Group.</li> <li>4. Develop a service plan to provide additional support to children once they leave TSH.</li> <li>5. Provide an opportunity for Families to keep in touch.</li> </ol>	<p><b>1-4: Principal Schools</b> Completed. <b>Head of Program Support TSH</b> Pathways have been offered through TSH Private Clinics as a means to supporting the child post exit of the three TSH programs. Further marketing is required to enhance the communication to this. <b>5: Head of Marketing</b> Facilitate communication with families about the Friends of TSH Program, TSH Private Clinics and Better Hearing TSH Program via Parentlink (newsletter) and the new website.</p>	<p>Term 1, 2017</p>

## Issues & Action Plan from the 2015 TSH Annual Family & Client Survey

TSH has taken the following actions for improvement.

Issues raised by families	TSH Actions	How	Status
<p>Could you provide more training for mainstream teachers in the Outpost (School Support) program about hearing aids, cochlear implants, sound field system and other devices so that they can better help my child?</p>	<p>Provide more information for mainstream teachers in the Outpost program.</p>	<ul style="list-style-type: none"> <li>• Provide a PowerPoint and training for TSH Outpost teachers to use in the Outpost schools.</li> <li>• Provide regular training for TSH Outpost teachers of technology in classrooms.</li> <li>• Produce information packs for OP class teachers.</li> <li>• Audiologists provide one education session in each Outpost school each year.</li> </ul>	<p>Principal Schools and Head of Hearing Services Completed</p>
<p>Could TSH work with mainstream class teachers in Outpost to develop their understanding and awareness of the access needs of our children, and use captions when possible?</p>	<p>Provide more information for Outpost mainstream teachers.</p>	<ul style="list-style-type: none"> <li>• TSH captioning committee to develop resources for Outpost mainstream teachers.</li> <li>• Train TSH Teachers of the Deaf/Education Assistants in operation of captioning technology at school.</li> </ul>	<p>Principal Schools Started but ongoing. Carried forward.</p>
<p>Could we have more audiologist visits in winter in Outpost to check our children's ears especially primary age- children</p>	<p>Provide more tympanometry for Outpost students.</p>	<ul style="list-style-type: none"> <li>• Provide more tympanometry for Outpost students.</li> </ul>	<p>Head of Hearing Services Completed</p>
<p>Could TSH run Talkabout holiday programs?</p>	<p>Provide a fee for service speech and language program during school holidays.</p>	<ul style="list-style-type: none"> <li>• Introduce Term 2/Term 3 in 2016</li> </ul>	<p>Head of Program Support Completed This has been happening all year as a Fee For Service through the TSH Private Clinics/Program Support</p>

<p>Could we have the parent information session calendar to be available at the beginning of each year so that we can plan in advance to attend?</p>	<p>Provide an annual Parent Information Calendar.</p> <ul style="list-style-type: none"> <li>▪ Continue to provide information for families whose children are transiting to school.</li> <li>▪ Continue to provide information about Better Hearing TSH services for families of children with hearing impairment who are graduating from school.</li> <li>▪ Begin to examine extensions to existing TSH services to support children once they leave TSH.</li> </ul>	<ul style="list-style-type: none"> <li>• All Parent Information Evenings and events to be determined in Term 4 each year and a calendar prepared.</li> </ul>	<p>Family Support and Education Committee Completed</p>
<p>How will my child be supported once they leave TSH?</p>		<ul style="list-style-type: none"> <li>6. Continue with existing support programs.</li> <li>7. Continue to work with School of Special Educational Needs: Sensory (SSENS).</li> <li>8. Continue to strengthen TSH Youth Leadership Group.</li> <li>9. Develop a service plan to provide additional support to children once they leave TSH.</li> <li>10. Provide an opportunity for Families to keep in touch.</li> </ul>	<p>Partially completed. Carried forward.</p> <p>1-4: Principal Schools Completed.</p> <p>Head of Program Support TSH Pathways have been offered through TSH Private Clinics as a means to supporting the child post exit of the three TSH programs. Further marketing is required to enhance the communication to this.</p> <p>5: Head of Marketing Facilitate communication with families about the Friends of TSH Program, TSH Private Clinics and Better Hearing TSH Program via Parentlink (newsletter).</p>



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