



# Supporting Success for Children with Hearing Loss

Mission: To improve the futures of children with hearing loss.  
Resources for Professionals and Parents

## APRIL 2012 UPDATE

Karen L. Anderson, Director

This 'go-to' site for professional and parent resources has been up for 6 months now and has grown to 3500 visitors in the past month, almost 60% of them are still new to the site. There are now almost 700 subscribers from the US, Canada, Brazil, Hong Kong, Australia and Kuwait! Forward this update to share [Supporting Success](#) with parents and colleagues!

**Not at school over the summer to receive monthly updates? Don't worry.** Much will be going on to continue to develop resources for you, including new products and webcasts. Monthly updates will not be broadcast in June or July. Keep checking the site over the summer or wait to find out all the changes at the end of August!

## WHAT'S NEW?



It was an honor to be invited to speak to education professionals in Hong Kong. I was reminded again of the challenges that children with hearing loss experience, no matter where they live, and the resulting challenges of teachers and other school service providers to support the learning of these students. As is true anywhere, the choices families make to amplify their children with mild or mild to moderate hearing loss is one that results in lifelong consequences. Once again, it is clear that early identification of hearing loss is not enough. Without early intervention and amplification whenever appropriate, we cannot expect the learning outcomes of children with hearing loss to change.

## New resources

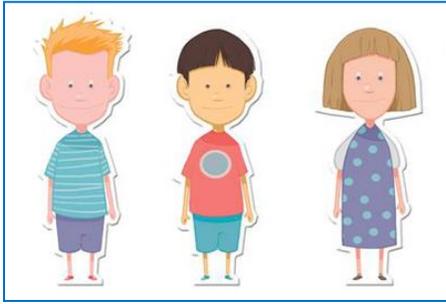
### Families

- This month I am requesting the help of all families of children with hearing loss who have worked toward getting their child to use their hearing aids all waking hours. Even though the recommendation is for families to achieve this goal within 3 weeks, few ever achieve it even a year after the hearing aids have been received. To improve this, we are seeking the input of [families](#) and [audiologists](#) via a survey that asks about information and strategies that were most and least helpful in keeping hearing aids on the heads of active children. More information can be found in the attached letters or on the *Supporting Success* home page. Ultimately, the information collected will result in a booklet for families that is full of useful information, support and strategies. Please pass the word to families and audiologists!



## Professionals

- **My World** – I'm excited about using this fabulous tool developed by a group of pediatric audiologists in concert with the [Ida Institute](#). The tool is game-like and can be



downloaded for color printing from the [IdaInstitute.com](#) website by people who have signed up to be a part of the Ida community. It is also available to purchase from the Ida Institute in Denmark. There are boy and girl, man and woman people figures of different ethnicities. There are also four situation boards including outside community, outside home, classroom and inside home. Different

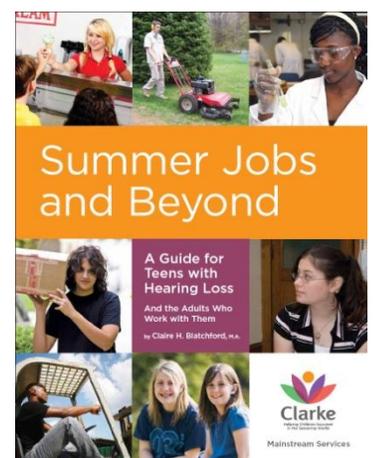
furniture, recreational items and FM microphones allow the child to explain the particulars of his listening situation. I've developed [Using the Ida My World Counseling Tool with Children: Suggestions for Use at Different Stages of Development](#), a one-page handout that suggests how, when, and why the tool can be used. I believe My World will be of great benefit to enhance student understanding and growth at different psychosocial stages of development and as an adjunct to administering the [ELF, CHILD, LIFE-R, SAC-A and SOAC-A tests](#). This information has been added to the [Self-Advocacy and Accommodations](#) webpage. Check it out and be sure to see the tool on the [Ida Website](#)! A group will soon be meeting via the Ida Institute to discuss ways to enhance the instructions on how to use the My World Tool - I expect great things to result!

- **Setting Appropriate Functional Outcomes:** Part C Early Intervention services require that functional outcomes be specified as part of developing the IFSP. Many people coming from a therapy background are challenged by developing outcomes that are functional, rather than therapeutic. [Examples of Functional Outcomes for Early Intervention Services for Young Children with Hearing Loss](#) was developed via a group discussion by early intervention providers serving families of children with hearing loss. It is important to recognize this resource is not a menu to choose from, but rather a list to inspire IFSP teams as they think about how to address the unique needs of children who are deaf or hard of hearing. Included are guidelines for how to develop appropriate functional outcomes.

## NEW THIS MONTH! Go to our [Catalog](#)

[Summer Jobs and Beyond](#): A Guide for Teens with Hearing Loss and the Adults who Work with Them is a 78-page workbook that helps teens match job options with interests, explore different work experience opportunities, practice filling out application forms, create a resume' and much more. It is a must for any professional with a caseload that includes secondary students with hearing loss or parents of teens!

*"Claire Blatchford's **Summer Jobs and Beyond** provides a helpful range of self-advocacy tips for young adults seeking their first job. You'll meet Nate who tells you how to make a great first impression on your potential boss. You'll learn strategies on how to address your hearing loss appropriately, and discover how you can fill out a job application properly and ace your interview." Pauline T. Newton, PhD, college lecturer with bilateral cochlear implants.*



## Highlighted Resource of the Month



Struggles to have hearing aids accepted and worn full-time at a very early age brings to mind all of the brain development that goes on in the first months of life and how inconsistent or minimized sensory input can affect the brain's ability to process sound effectively lifelong. The handout on [Brain Development and Hearing Loss](#) was written for easy understanding by parents and professionals. We know so much more now than in decades past about the differences made by early experiences. Check out this great [white paper](#) by the Center on the Developing Child at Harvard University too.

## Wondering about Webcasts?

This summer will be an active one with many webcasts under development. Time is being taken to be sure that the webcasts are truly high quality, address practical topics and ultimately will allow interested participants to earn college credit. If you have something that particularly results in good outcomes and engaged students we will want you to propose doing a webcast so others can learn from you! More details to come – watch the [Webcast webpage](#)!

## **[CONSULTATION](#) – Know someone with a question who needs to talk to an experienced professional?**

The interest in Consultation Services is increasing and we are excited to be speaking with parents and professionals who are seeking input or a fresh perspective to their situations. Whether you are a parent or a professional searching for ideas to better meet student needs, consultation services are an inexpensive, convenient, personalized and caring resource. Sample that parent and professional questions are posted as are the Consultant's qualifications. **Thanks for passing the word!**



**Thanks** again to all of you who are new to *Supporting Success* and to those of you who have returned many times. I welcome your communication and encourage you to [submit suggestions](#) for resources you need and how we can grow to better support the success of children with hearing loss. – Karen

<http://successforkidswithhearingloss.com>