



Monthly Update



Supporting Success for Children with Hearing Loss

April 2013

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Forward this update to share [Supporting Success](#) with parents and colleagues!

Welcome to April – the end of the school year is coming up fast! I appreciate your tapping into *Supporting Success* for resources and hope that you enjoyed the March update including information on [10 Things I Wish You Knew](#) for families and [Accommodations: Sports and Extra-Curricular Activities](#). [The Developing Child with Unilateral Hearing Loss](#) guide has been well-received by many DHH early intervention providers who have struggled to support families of young children with hearing in only one ear. There has been great feedback about the ready-to-use materials to share with families.

This past month it was wonderful for me to speak to enthusiastic professionals in Illinois, Oregon and South Dakota! The questions and discussions with teachers for the deaf/hard of hearing, parents, and educational audiologists continues to underscore the improvements in overall function of our students, but also their continued need to develop specific skills to help them better participate in their classrooms. Clearly, many are working hard to support success of children with hearing loss and it is working!

WHAT'S NEW FOR APRIL?



Building on the March focus on accommodations for extra-curricular activities, a new page specific to helmets for use with hearing aids and processors has been added. We are especially excited to share information about self-concept development with a focus on adolescents this month – including a self-concept assessment checklist. In answer to your requests – a comprehensive sitemap page is now available along with keyword search to assist you in finding information on this growing resource site! Also this month is a plea for feedback on the [LIFE-R](#) assessment so a CD version can be developed.

NEW RESOURCES

Families and Professionals

- **SELF-CONCEPT** In order to fully participate in the classroom students with hearing loss need to be able to advocate appropriately for their communication needs. We can teach these skills 1:1 but it takes a positive self-concept for a child to be willing to 'take the risk' to self-advocate. In addition, children with hearing aids often have a lower self-concept than children who do not wear hearing devices. With a negative self-concept they are more likely to react to peer comments ("What are *those* things?") thinking that there is something wrong with them or something wrong about wearing hearing aids rather than the peer just didn't know about hearing devices. Without a strong positive self-concept these situations can lead to children rejecting their hearing aids. The page [Self-Concept: How the Child with Hearing Loss Sees Himself](#) introduces the foundations of self-concept development, which is built on good relationships (and good relationships are built on communication) and provides 10 steps you can take to help a child develop a positive self-concept.



- **SELF-CONCEPT FOR ADOLESCENTS** This month there is a focus on self-concept and adolescents with the page [Self-Concept: Assessment & Strategies for Adolescents](#). In the US children tend to decline in self-concept about the age of

12 for girls and 14 for boys so self-concept is an appropriate focus for ANY child and especially for those who have hearing loss. This page provides a **quick assessment of self-concept for adolescents** that is in a self-rating format and easy for adults to score. Pages have also been added with minimal information about self-concept development for Infants to Preschoolers, and for School-Age children. More to come in future months!

- **HELMETS & HEARING AIDS** The warmer spring weather is here and many children are becoming involved in sports or enjoying outside activities with friends in their neighborhoods. Because most children with hearing loss wear hearing devices, there are special considerations needed for finding helmets that will both protect and allow hearing devices to function. [Helmets & Hearing Aids / Processors](#) mentions issues to keep in mind when looking for an appropriate fit along with descriptions specific to football, soccer, baseball, bicycling, snowboarding/skiing and skateboarding.



NEW PRODUCT!

More [Literacy Boosters](#)! Each CD has 25 activities related to: phonemic awareness, vocabulary, comprehension. Print from CD or use on your iPad or computer as you work with children. Available separately or in a single Booster Bundle CD. *Oliver Gets Hearing Aids* and *Oliver Gets FM* books are free downloads from Phonak. *I'm the Boss of My Hearing Loss* and *Sophie's Tales* books can be purchased as a set with the Booster CD or separately.



The school year is winding down. Will your students be prepared for next year?

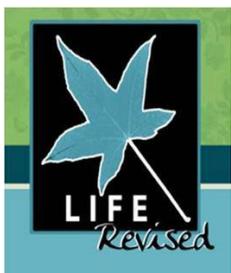
The [Interact-AS speech-to-text translation](#) software is an **inexpensive** accommodation that may be appropriate for many students who are hard of hearing who struggle to keep up in the classroom. The speech-to-text translation software is about 90% accurate. Best candidates: middle and high school students who are good listeners and speechreaders who have the ability/maturity to 'glance and get' text when a word or concept has been missed.

A low-cost trial period makes it easy to explore for students with hearing loss.

The [Computer Requirements & Set-up](#) page clarifies the 'how to' questions that many of you have been asking. If we have 10 or more people interested in a webinar I can easily arrange for another one with the developer of the software, Robert Palmquist. **I would be happy to speak with you about your student and your situation** ([email](#) or phone 850-363-9909)



Comments Needed on the e-LIFE-R!



The electronic version of the Listening Inventory For Education - Revised ([LIFE-R](#)) suite of assessments and reports has been available since October 2012. It is gratifying that so many people are using the paper and the e-version of the LIFE-R. There has been a longstanding issue with the e-LIFE-R not recording session information correctly that has finally been tracked down and **fixed!** Comments are now invited on the LIFE-R so we can proceed to develop a CD version so that users can have the fully functional LIFE-R on their own computers. Please send your comments about the LIFE-R (electronic and paper versions) to info@successforkidswithhearingloss.com by **May 20th**.

Thanks for your feedback!

Highlighted Resources of the Month

- The end of the school year often comes with many progress assessments and IEP meetings to plan for and attend. [IEP Issues and IDEA Law Information](#) and [Speech & Language Considerations for the Child with Hearing Loss](#) are highlighted this month as reminders for issues to consider throughout the IEP process.
- In my recent speaking experiences a teacher recommended a **great game** to use to practice communication skills: following directions, communication repair, requesting information, vocabulary, etc. Find out more about Backseat Drawing Jr. on the [Self-Advocacy and Accommodations for Students with Hearing Loss](#) page.



Supporting Success [WEBCASTS](#)

Need ideas for professional development at your team meetings? Consider viewing a webcast for both professional development and to aid in discussion about how your team can update their practices. There are 4 webcasts available for view and provide opportunities to earn CEUs. More planned for the fall!

"It was AWESOME! The downloadable handouts were fabulous. It took us closer to 2 hours but that's because we kept pushing the "pause" button to discuss things that you were presenting, relating your information to OUR experiences."

- [Supporting School Entry/Transition Using the Starting School LIFE and CHILD Checklists](#)
- [Assessing Student Classroom Listening Challenges and Strategies: Introducing LIFE-R](#)
- [Listen to Learn: Estimating Access to Verbal Instruction](#)
- [Understanding Children's Aided Hearing using the Desired Sensation Level Approach](#)

Thanks again to all of you who are new to *Supporting Success* and to those of you who have returned many times. I'm pleased that there are now over 1650 subscribers to the monthly updates with more than 6200 unique visitors in March, 60% of which are new to the site! Thanks for taking advantage of these resources to support the children with hearing loss in your life!

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

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