

Mission: To improve the futures of children with hearing loss.

Resources for Professionals and Parents

**FEBRUARY 2012 UPDATE**

Karen L. Anderson, Director

This ‘go-to’ site for professional and parent resources has been up for only 4 months and has grown to 2100 visitors in the past month, 60% of them new to the site and over 100 more people have signed up to receive these monthly updates! Forward this update to share [*Supporting Success*](http://successforkidswithhearingloss.com) with parents and colleagues!



**WHAT’S NEW?**

I was delighted to speak to teachers of the deaf/hard of hearing and educational audiologists in Washington State this month and have been busily preparing to speak in Wisconsin in early March. There seems to be much interest in the social needs of mainstreamed students and especially those teens and tweens who are on the verge of rejecting their hearing aids. I was inspired to add a new page devoted to this challenging topic!

**New resources**

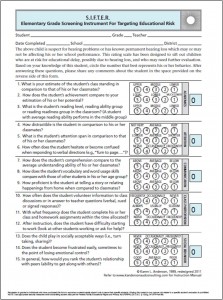
**Professionals**

* [Social Needs & “I hate my hearing aids](http://successforkidswithhearingloss.com/resources-for-professionals/social-needs-i-hate-my-hearing-aids)!” This NEW professional resource page shares some insights into the psychosocial reasons for children rejecting hearing aids and provides some ideas for addressing these challenges. Beware – starting early is the key!
* Classroom Acoustics & Perceiving Speech in School You may not have noticed that there is another page that is attached to this one that is devoted to [Classroom Acoustics – Design Requirements for Schools](http://successforkidswithhearingloss.com/resources-for-professionals/impact-on-listening-and-learning/classroom-acoustics-standard). Useful for knowledgeable individuals and for those with little background in acoustics, this page now includes the actual ANSI standards for download. Take a second to listen to the simulated reverberation time for 0.5 and 1.0 seconds that is in the last section: How can reverberation be measured?

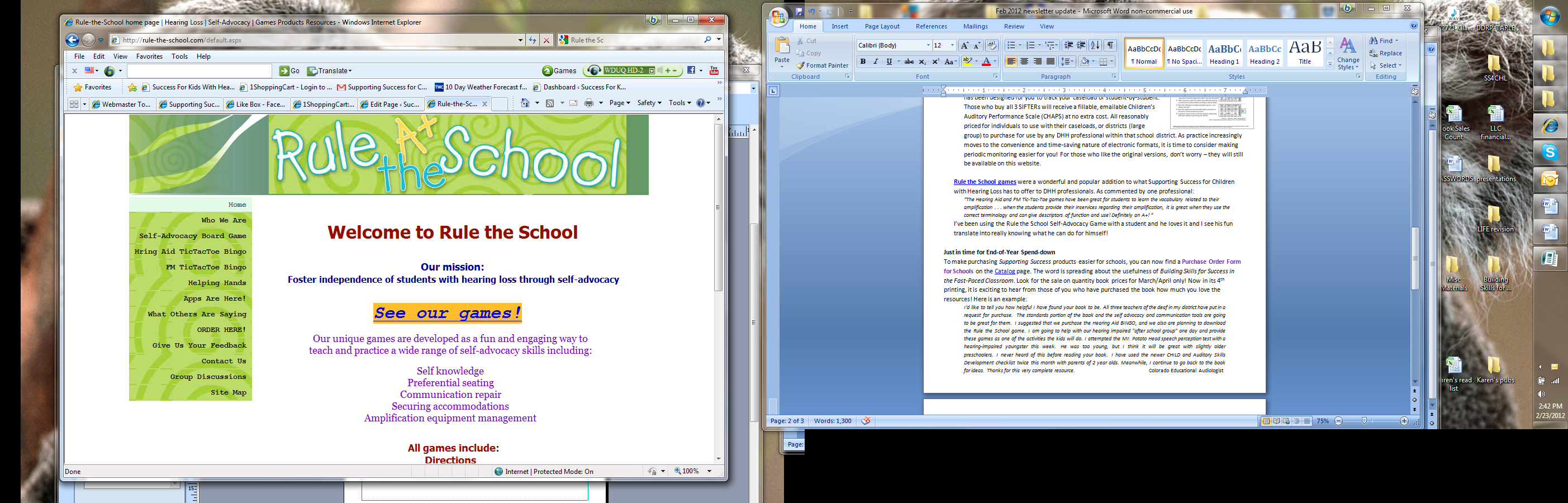
**Families**

* [Growing up with hearing loss: challenges & resistance](http://successforkidswithhearingloss.com/resources-for-parents-of-children-with-hearing-loss/school-aged-children-with-hearing-loss/growing-up-with-hearing-loss-challenges-resistance)  This parent resource page (school-aged children) now has an added section: “Teens (and tweens) supporting one another” that describes the importance of children with hearing loss interacting with one another.
* What are the possible effects the hearing loss can cause at school? Added to this parent resource page (school-aged children – Preparing for your child to start school) is a section on social needs including a NEW handout *Improving Your Child’s Social Needs.*
* Communication – whatever fits your child and family A couple of resources were added to provide more perspectives for families, one on signing with babies and children and another for information on listening to learn.

**NEW THIS MONTH! Go to our** [**Catalog**](http://successforkidswithhearingloss.com/catalog)

* **[](http://successforkidswithhearingloss.com/wp-content/uploads/2012/01/SIFTER-screen-shot.jpg)SIFTERs that can be emailed to the classroom teacher - are ‘fillable’ and can be emailed back – what a time saver!!!** The Screening Instrument For Targeting Educational Risk is widely recognized as a reliable way to monitor the functional performance of children with hearing loss. [The Preschool SIFTER, Elementary (original) SIFTER, and Secondary SIFTER](http://successforkidswithhearingloss.com/resources-for-parents-of-children-with-hearing-loss/school-aged-children-with-hearing-loss/catalog/SIFTERs) were redesigned with an updated look for inclusion in *Building Skills for Success in the Fast-Paced Classroom* and have now been converted into a fillable and emailable format. Designed for the professional with a sizable caseload in mind, these versions will allow you to send a blank, fillable SIFTER out to all of your elementary, preschool or secondary teachers at one time! **The teacher just clicks to complete, saves it to their computer desktop (for their records) and attaches the completed SIFTER in an email back to you.** In addition to the updated SIFTER, purchasers will receive an excel spreadsheet that has been designed for you to track your caseload or student-by-student. Those who buy all 3 SIFTERs will receive a fillable, emailable Children’s Auditory Performance Scale (CHAPS) at no extra cost. All reasonably priced for individuals to use with their caseloads, or districts (large group) to purchase for use by any DHH professional within that school district. As practice increasingly moves to the convenience and time-saving nature of electronic formats, it is time to consider making periodic monitoring easier for you! For those who like the original versions, don’t worry – they will still be available on this website.

[**Rule the School** **games**](http://successforkidswithhearingloss.com/rtsreview) were a wonderful and popular addition to what Supporting Success for Children with Hearing Loss has to offer to DHH professionals. As commented by one professional:

* “The Hearing Aid and FM Tic-Tac-Toe games have been great for students to learn the vocabulary related to their amplification . . . when the students provide their inservices regarding their amplification, it is great when they use the correct terminology and can give descriptors of function and use! Definitely an A+! “*

I’ve been using the Rule the School Self-Advocacy Game with a student and he loves it and I see his fun translate into really knowing what he can do for himself!

**Just in time for End-of-Year Spend-down**

To make purchasing *Supporting Success* products easier for schools, you can now find a **Purchase Order Form for Schools** on the [Catalog](http://successforkidswithhearingloss.com/catalog) page. The word is spreading about the usefulness of *Building Skills for Success in the Fast-Paced Classroom*. Look for the sale on quantity book prices for March/April only! Now in its 4th printing, it is exciting to hear from those of you who have purchased the book how much you love the resources! Here is an example:

*I'd like to tell you how helpful I have found your book to be. All three teachers of the deaf in my district have put in a request for purchase.  The standards portion of the book and the self advocacy and communication tools are going to be great for them.  I suggested that we purchase the Hearing Aid BINGO, and we also are planning to download the Rule the School game. I am going to help with our hearing impaired "after school group" one day and provide these games as one of the activities the kids will do. I attempted the Mr. Potato Head speech perception test with a hearing-impaired youngster this week.  He was too young, but I think it will be great with slightly older preschoolers. I never heard of this before reading your book.  I have used the newer CHILD and Auditory Skills Development checklist twice this month with parents of 2 year olds. Meanwhile, I continue to go back to the book for ideas.  Thanks for this very complete resource.* Colorado Educational Audiologist

[**CONSULTATION**](http://successforkidswithhearingloss.com/resources-for-parents-of-children-with-hearing-loss/school-aged-children-with-hearing-loss/consultation) **– Know someone with a question who needs to talk to an experienced professional?**

Supporting Success for Children with Hearing Loss is very pleased to be offering personalized consultation services. Whether you are a parent seeking advice and an outside perspective or a professional searching for ideas to better meet student needs, consultation services are a convenient, personalized and caring resource. Sample questions that parents or professionals may ask have been posted as have the qualifications of our highly experienced Consultants. **Pass the word….**

**Highlighted Resource of the Month**

[Setting Reasonable Expectations About Hearing Aid Wear](http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Setting_Reasonable_Expectations_About_Hearing_Aid_Wear.pdf) Attaining full-time hearing aid wear is a big [](http://successforkidswithhearingloss.com/wp-content/uploads/2012/01/Layla-and-Ear-Gear.jpg)challenge for many families of infants and toddlers with hearing loss. [Recent information](http://www.phonakpro.com/content/dam/phonak/gc_hq/b2b/en/events/2010/Proceedings/Pho_Chap_12_Jones_Final.pdf) indicates that 40% of children use their devices less than 4 hours per day and that a typical young child (age 0-4 years)only has hearing aids on 5 hours per day with 2 hours of that spent listening in noise. Only about 10% of children ever achieve full time hearing aid wear (all waking hours). We recognize that use of functioning, well-fit amplification devices is the #1 most effective means of improving language outcomes in children with mild-severe degrees of hearing loss. This handout provides guidance to families on how to establish full-time hearing aid wear.

**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](mailto:karen@successforkidswithhearingloss.com) for resources you need and how we can grow to better support the success of children with hearing loss. – Karen

[**http://successforkidswithhearingloss.com**](http://successforkidswithhearingloss.com)