

# Monthly Update

## Supporting Success for Children with Hearing Loss September 2013

Karen L. Anderson, Director

Forward this update to share *Supporting Success* with parents and colleagues!

Welcome to September and the busy start of the 2013-2014 school year!

About 100 people signed up to receive Monthly Updates over the summer - WELCOME! Within each update there is information for parents and professionals about newly added or highlighted information found on the *Supporting Success* website.

### WHAT'S NEW FOR THE 2013-2014 SCHOOL YEAR?



#### [Teacher Tools Membership Site](#)

I've teamed up with veteran DHH teacher Lynne Price, author of Steps to Success, to provide instructional materials, activities and information for supporting K-12 students. Designed specifically for teachers of the deaf/hard of hearing - whether itinerant, resource or center-based - these resources are inexpensive and of high quality. Go to the new [Teacher Tools Membership website](#) for more information. We already have 25 members signed up! You can join anytime throughout the school year and access all information that has been posted monthly, September - April (by the 10th of each month). Information to be posted by September 10th includes: Teaching Technique: Use of Routines; Tools: Audition Listening for Time phrases and activities; Words, Words, Words: Collecting; Spaghetti Discussion Topic: Differentiating eligibility when there is hearing loss plus another learning challenge; New, Know, Now: new research, fillable handout/checklist materials.

### SOCIAL MEDIA



Thanks to all of you who have visited our updated [Facebook page](#) and to the 245 who have [liked our page](#)! This is a great place to talk with others, share your concerns, ask questions and gain the support you, your students or your family need. Become part of a great community whether you're a professional or a family member.

### NEW CART SERVICES CASE LAW!

A student was denied CART (Computer Access to Realtime Translation) services by her school, who took the position that no accommodation is necessary as long as a student with a disability is passing his or her classes. The outcome of this case **sets a national standard for all public schools**, requiring them to acquiesce to requests for speech-to-text translation (captioned by a person or via technology) by students who are deaf and hard of hearing as an auxiliary aid when needed to provide equal and effective communication access. Public schools can no longer hide behind the IDEA which only requires a basic floor of opportunity. Refer to the [IEP Issues and IDEA Law Information](#) webpage for more details (under speech-to-text translation/CART)



### ESTIMATING ACCESS TO VERBAL INSTRUCTION

Increasingly, students with hearing loss are spending most of their day in the mainstream classroom. A wonderful outcome of early identification of hearing loss, early amplification and early intervention services is that our students look 'more typical' than ever before, resulting in a need for less intensive educational support services. With high competition (i.e., growing programs supporting ASD students) for frequently shrinking Special Education dollars, school administrators may conclude that students who are deaf/hard of hearing who need less

intensive support, may be able to 'get by' with general resource room or speech language services and not need direct support from a teacher of the deaf/hard of hearing and/or educational audiologist. As in the court case



above, **we need to be able to present data that shows that support services and accommodations are needed.** Even students who perform well on standard speech/language tests WILL have issues with access to verbal instruction in

**Functional Listening Evaluation 8 conditions**

- ▶ Child repeats age appropriate words, phrases or **sentences**
- ▶ Lists presented close (3 ft or 50 dB) and far (12 ft or 35 dB) to represent classroom communication
- ▶ Quiet/Noise while Watching/Not Watching
- ▶ Compare estimated ability to perceive speech

	close/quiet	close/noise +5 S/N	distant/quiet	distant/noise +5 S/N
	<b>50 dB</b>	<b>50 dB</b>	<b>35 dB</b>	<b>35 dB</b>
Auditory only	95% or better?	90% or better?	95% or better?	90% or better?
Auditory and visual				

the classroom. If you/your DHH department have not *routinely* been performing Functional Listening Evaluations (FLE) and comparing results to [performance of typically hearing children](#) it is now more critical than ever to do so. It IS within the scope of practice for teachers of the deaf/hard of hearing to perform the FLE and should be performed by any pediatric or educational audiologist. The resulting estimates under different listening conditions go far in illustrating the access deficits of our students. Find FLE forms and the procedure guide on the [tests by other authors page](#) or consider using the convenient [Recorded Functional Listening Evaluation Using Sentences](#). The [Auditory Discrimination Test](#) has norms to allow us to compare how our students perform on fine auditory discrimination in relation to their hearing peers and relates well to both reading performance and listening comprehension. Providing data to illustrate the need for improved access to verbal instruction and as a way to explain the [unique learning needs and necessity of the expanded core curriculum](#) for our students should be of highest priority!

## NEW RESOURCES

### Families

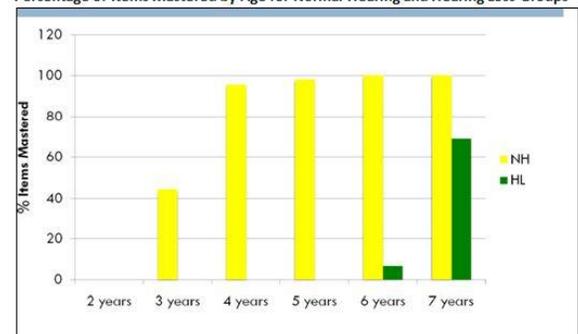
- [A Good Start: Suggestions for Visual Conversations with Deaf and Hard of Hearing Babies and Toddlers](#) suggests research-based techniques for communicating with young children with hearing loss. Deaf children of Deaf mothers typically have age appropriate language levels at 18 months as compared to children with hearing loss who have hearing parents. This study considered what the Deaf parents are doing that results in these higher language outcomes. Primary differences related to the **way that parents got the attention of their infant/toddler before communicating**. These attention getting techniques can be of benefit to any family of a child with hearing loss, regardless of the communication option used. The link to this article has been added to the [Communication - Whatever fits your child and family](#) page.



### Families and Professionals

- **PRAGMATICS!** Recent research on social communication has radically changed my thinking about the priorities for supporting children with hearing loss. Along with fewer words learned, children with hearing loss are at high risk for not learning what typically hearing age mates know about social communication, or pragmatic language use. Children with hearing loss acquire these skills much more slowly even when provided with typical early intervention and preschool services. Without mastery of these skills, children will encounter significant challenges with literacy, written communication, and abstract conversational communication – all of which effects success in school and getting along with peers. The new [Social Communication – Pragmatics](#) webpage provides extensive resources including a summary of the research and specific recommendations for assessing pragmatics. **Free checklists have been included for you to use!** There is also information on planning and intervention. **If we are not assessing our students specifically for pragmatic language using norm referenced assessment materials we are missing or underestimating skill deficits that will impede full participation in the classroom and social acceptance.** The [Social Communication – Pragmatics](#) webpage is packed with information and resources. Make pragmatics a priority!

Percentage of Items Mastered by Age for Normal Hearing and Hearing Loss Groups



## Professionals

- Although Pragmatics is the big contribution for this month, I did take time to update the [Tests by Other Authors](#) page so that it now includes the newly added pragmatics checklists and the self-concept checklist for adolescents.
- The [Tests by Karen Anderson](#) page now includes some versions in other languages.
- Tired of internet foibles as you try to access the [e-LIFE-R](#)? The [thumb drive version of the LIFE-R](#) or the [CD](#) version make accessing it on your computer always convenient!



## PRODUCT HIGHLIGHTS



[Hear It, Fix It](#) is a unique, versatile game that can be used to address: 1) Aural Rehab ( following simple to complex directions ); 2) Articulation/ Expressive Language; 3) Development of Communication Repair Strategies. There are 2 sides to the board. One side has only colors. The other side features colors as well as 4 categories: Animals, Fruits, Hearing Aids, and Clothing. The game cards included are common shapes, minimal pairs and location cues cards.

I especially love this game for practicing communication repair strategies! Because [HIFI](#) is such a great companion to the [SCRIPT program](#), there is a special combo price.

Add [Responding to Oral Directions](#) to that duo and you have a couple of ways to assess communication repair, practical training strategies and a fun game to provide practice! Appropriate, effective communication repair strategies are necessary for life long success of our students with hearing loss!

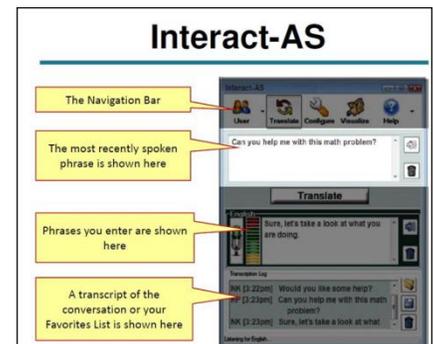
See the [most recent product list](#). Shipping outside of the 48 contiguous states will require extra shipping charges.

## INTERACT-AS Webinar to be held September 26<sup>th</sup> at 2:30 CT

Planning for next year? Discuss providing an Interact-AS trial period this Fall.

With some students, you know early in the school year that they need MORE! Plan to be a part of the next [webinar on September 26th](#) at 2:30 PM Central Time to explore if Interact-AS may be a good fit for your student(s). See the homepage for registration information, starting September 4th. Registration is limited so sign up early!

The Summary of [Key Points for a Successful Trial Period and Interact-AS Success Stories](#) and [Interact-AS Success Stories](#) may be a good place to start if you haven't heard much about this accommodation technology.



## THANKS

We hope that you find SSCHL information and products helpful as you work with children who are deaf or hard of hearing or their families. 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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