



# Supporting Success for Children with Hearing Loss

**BIMONTHLY  
UPDATE**  
**Early January  
Update 2017**

Topic: Boosting Reading  
Comprehension



[Karen L. Anderson, PhD](#)

Director & Update Editor

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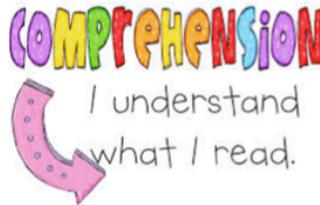
[Contact the SSCHL  
Team](#)

**Dear Karen,**

2017! A new year to rededicate ourselves to improving the futures of children who are hard of hearing or deaf. For those of you who are new to Bimonthly Updates, **welcome!** The Updates are sent to over 7400 subscribers who enjoy the practical topics especially applicable to improving the skills and abilities of students with hearing loss. You can find past Update issues for this school year [here](#). Feel free to forward this newsletter to colleagues!



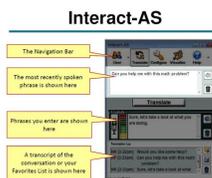
Reading is foundational to school success. It takes approximately 20,000 hours of listening to speech before a child's brain has clear mental referents for each of the speech sounds. This ability is necessary to enjoy rhyming and to develop phonological awareness skills. Reading is parasitic on listening. As we read we 'listen to ourselves read aloud in our heads' as a precursor for gaining meaning. Anything that slows down reading fluency will interfere with reading comprehension and overall success.



Even students who are visual learners must develop adequate phonological awareness using visual, rather than auditory, techniques. A whole-word approach to reading will never keep up or prepare students for the demands of secondary school and beyond.

It is startling to realize that 2/3 of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare resulting in over 70% of America's inmates who cannot read above a 4th grade level (One World Literacy Foundation).

This Update will focus on specific skills that can be taught to students with hearing loss to boost their reading skills.



Join our next  
**FREE Interact-AS  
Webinar**  
January 17

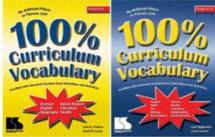
**WHAT'S NEW?**

1:30 PM CT

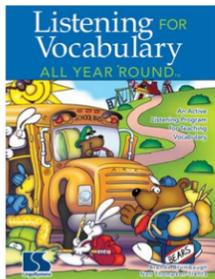
Learn how it works, what is new, how to start! [Register now!](#)

**More Products to Boost Reading!**

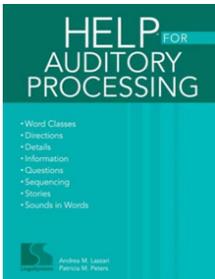
**100% Curriculum Vocabulary 2-book set** Primary and Secondary



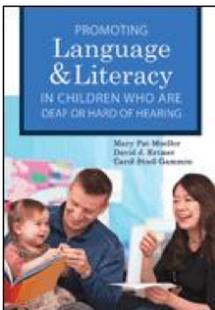
**Listening for Vocabulary All Year 'Round**



**HELP for Auditory Processing**



**Promoting Language & Literacy in Children who are Deaf or Hard of Hearing**

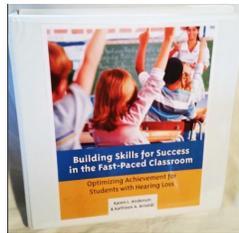


Supporting Success for Children with Hearing Loss has moved to a new business holding structure which means that our W-9 information has changed. Most school districts need to have a current W-9 on hand for purchase orders. You can find the current W-9 form on the [Contact Us page](#).

**Supporting Success is excited to offer 15 NEW PRODUCTS that focus on reading improvement and early learning.** We are always trying to provide practical, important information to teachers on how to make a difference in student success!



Although the 'heart' of SSCHL is to provide information and resources at no cost, having hand-picked products specifically for supporting students with hearing loss is a natural outgrowth of striving to become an 'umbrella' site for supporting children with hearing loss.



We are also pleased to offer [Building Skills for Success in the Fast-Paced Classroom](#) in a 3-ring binder format. You asked for it and here it is! This will allow you to mix and match materials from Steps to Success Revised and the many materials you have collected over time in your work with students.

## SSCHL CONFERENCE

**Coming soon!** We are proud to be able to pull together a conference with 14.5 hours of great, practical information to help you support student success, all at a low registration price and in beautiful, warm, Orlando Florida! JOIN US in Orlando on Feb 16-18 if you have not already registered. [Read more about the conference details here.](#)



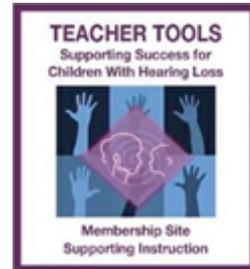
**Already registered?** On February 10th all of the handouts will be posted. Registrants will be emailed a password to the webpage so that they can download all of the session handouts of interest. None of the handouts will be available in print at the conference.

Oticon	Supporting Success for Children with Hearing Loss	Phonak
Cochlear Corporation	Advanced Bionics	MED-EL
Laurent Clerc National Deaf Education Center	Florida Outreach Program Resource Materials & Technology Center	Central Institute for the Deaf

**We want to take a moment to highlight our exhibitor partners and thank them for their support.** Many teachers who work with students with amplification devices all the time, yet they very rarely have the opportunity to readily learn more about the devices and readily available resources. We are delighted to partner with the sponsors below who will be available at the conference for conversations about the resources they make available:

## TEACHER TOOLS

Wow! Now over 1100 members! Join your colleagues and [become a Teacher Tools member!](#) New material will be posted through April.



January tends to be a time when we pay attention to the weather. Teacher Tools for January draws on this by using weather words and language to develop small talk in Social Skills. In January, we celebrate both the dragon and the squirrel with special Appreciation days. This gives us the change to look at imaginary animals, hoarding, and basic facts about each. In Language, we look at the attribute of size. The goal is to recognize size words in descriptive text and visualize to support comprehension. Words, Words, Words continues the study of morphology by looking at how to change nouns to adjectives with the use of the 'y' ending and address the roots 'vor' for eating, 'carni' for meat, 'herbi' for plant, and a little 'omni' for all on the side.

Listening Strategies digs into development of auditory memory skills, a critical skill for every successful student. Maximizing Acceptance continues to focus on students ages 7-11 years and the necessity of building resilience, perseverance, and problem-solving abilities so they are prepared to respond positively when faced with adversity.

## TOPIC: BOOSTING READING COMPREHENSION

*It has been said that reading is parasitic on language, but more fundamentally, verbal language learning is reliant on hearing the sounds of speech throughout everyday activities and environments. Therefore, phonological skills reflect a child's fine-tuned auditory perception ability.*

The topic of the Late October Bimonthly Update was the Listening and Literacy Connection ([see it again here](#)). The 2000 National Reading Panel, in their report: *Teaching children to read - An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*, stated that **"the best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness)."** Whether a child has the residual hearing for this fine auditory discrimination or teaching/learning is via cued speech or visual phonics, it is clear that children with hearing loss must hone their phonemic awareness skills if they are ever to achieve the reading fluency needed to keep up in secondary school.

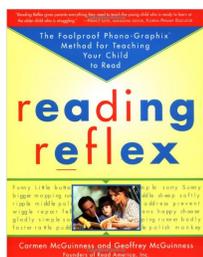
**PHONOLOGIC AWARENESS** Based on this necessary foundation, it is critical that we (1) assess the phonological awareness ability of all young children with hearing loss (see recommended assessments below), and (2) teach to the phonemic awareness weaknesses identified. [Reading Reflex](#) provides a sound teaching methodology that will enhance the

learning of students who are deaf or hard of hearing. Yes, this teaching may take 30-60 minutes PER DAY during most of one school year for 4, 5, or 6 year olds and NO, we cannot assume that they will learn it 'through the air' at the same rate or to the necessary proficiency as their hearing classmates. [Chipper Chat](#) provides a means teach to very specific skills and to continually monitor progress. It can be used for honing PA skills even into secondary school.

**COMPREHENSION "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world"** Steven Stahl, 2005. Reading fluency cannot be achieved by working on phonemic awareness alone. A student must also be able to quickly identify and understand the words spoken. With the typical 'Swiss cheese language' of children with hearing loss, lack of comprehension due to missing vocabulary is more of a norm, than an exception. The tried and true methods of meaningfully reviewing vocabulary before reading a story or new content unit is important for almost all student IEPs. This does not mean simply having the student spit back the new words and brief meanings of each. There is intensive work to be done to build the web of understanding based on what the student already knows. Strengthening the attributes of each word will further build the web of understanding. Students should learn and practice new words both in isolation and in context. Specific instruction in context clues, including recognizing morphology connections and explaining idioms is critical. Refer to the Teaching Vocabulary article in [Update Goodies](#), listed below. Simple vocabulary review is tutoring. Truly exploring the word in relation to building the overall knowledge base is teaching.

Since vocabulary instruction is the 'bread and butter' of teaching students with hearing loss, *Supporting Success* has identified products to assist you in targeting vocabulary skill and overall comprehension growth. Also, our [Academic Supports Webcast Trio](#) highlights key literacy building strategies for teachers to use.

## PRODUCTS TO BOOST READING



### **Reading Reflex - The Phono-Graphix Method for Teaching Reading**

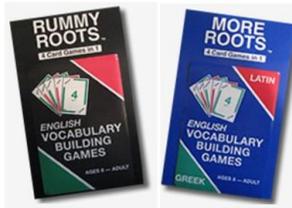
describes a proven method to teach reading in a simple to read and implement format. Good review, great materials, plus functional assessments. \$16.00

**Awareness Chipper Chat** presents 450 opportunities to practice in each of 12 areas that comprise PA so you can work on general preliteracy skill building or pinpoint specific skills in this fun and engaging game. \$52.00



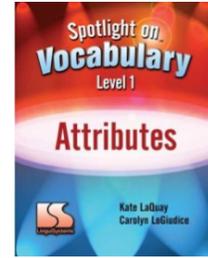
### **Rummy Roots and More Rummy Roots Vocabulary Building Card Set**

- a fun way to work on morphological awareness, improve reading fluency and comprehension. This skill is an important



part of teaching students to understand new vocabulary via contextual clues. \$26.00

**Spotlight on Language - Attributes** Needed skills by most children



with hearing loss! Help to flesh out the web of language knowledge necessary for comprehension. Only \$13.75

**Spotlight on Listening Comprehension (4-book set or individually):** Details, Making Inferences, Reasoning & Problem Solving, Story Comprehension

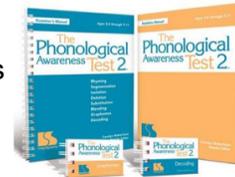
**Spotlight on Figurative Language (4-book set or individually):** Idioms, Indirect Language, Metaphors, Multiple Meanings

## CRITICAL ASSESSMENTS



**Test of Preschool Early Literacy (TOPEL)** for preschool and kindergarten readiness skills, ages 3 to 6. \$215.00

**Phonological Awareness Test-3** ages 5-9 years. Assess the prereading skills that are early indicators of reading success. \$160.00



## MORE ABOUT THE TOPIC

See the following webpages for more information:

- Strategies and Tips to Support the Development of Literacy <https://www.gallaudet.edu/clerc-center/info-to-go/literacy/strategies-to-support-literacy.html>
- Language and Speech Development Issues



Go to the [Bimonthly Update Goodies page](#) and download these resources. You only have a short time before they are gone!

**New to our Updates? Go to the Goodies page to see all past Updates issues for this school year.**

- Teaching Vocabulary article
- Phonological Awareness and Decoding in Deaf/Hard-of-Hearing Students Who Use Visual Phonics
- Students Who are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills
- Teaching Phonological Awareness with Deaf and Hard-of-Hearing Students
- Components of Effective Vocabulary Instruction

- **Reading to Learn: Vocabulary Strategies for Older Students**

## WEBCASTS

Check out our [Academic Supports Webcast Trio!](#)

**(1) Five Keys to Learning: Specific Information Strategies to Improve Student Outcomes**

**(2) Literacy Support: Improving Decoding, Comprehension & Fluency Skills**

**(3) Visualizing Vocabulary: Improving Word Association & Retrieval Skills.**

**Buy all 3 for the price of two webcasts - only \$48.00. Each webcast is one-hour.**



## ADVOCACY NOTES

Last June, the No Child Left Behind Act (NCLB) of 2001 was reauthorized and renamed as the Elementary and Secondary Education Act (ESEA). According to Wrightslaw, "When Congress reauthorized the Individuals with Disabilities Education Act, (IDEA), they made changes to bring IDEA 2004 into conformity with the NCLB



Act of 2001." New definitions were added, and it was established that **performance goals for children with disabilities are consistent with the goals and standards for non-disabled children**. What this meant for students and teachers and students was that all students, including children with disabilities, English language learners, minority and migratory children and other neglected groups of children, **are required to obtain, at a minimum, proficiency on state achievement standards and state academic assessments**. This has far-reaching implications not only for special education, but for general education as well. This began to change the landscape of the general education classroom and the demands for special education and general education to finally collaborate.

The point of special education then is to provide the supports and specific individualized teaching necessary to allow the student with a disability to achieve in the classroom, at least to a minimum proficiency. As a reminder, Title II of the Americans with Disabilities Act requires that schools ensure that students with hearing loss receive communication (access) that is as effective as class peers so that they have the opportunity to achieve at the same rate and to the same level as class peers. If your student with hearing loss is in the mainstream and not meeting expected class proficiencies, then it is likely that the program being provided is not appropriate. A more restrictive environment with specialized teaching would then be necessary for the student to 'catch up' and be able to achieve as expected.

**NOTE: The information presented is not legal advice, is not to be acted on as such, may not be current and is subject to change without notice.**

The mission of Supporting Success is to help YOU to improve the futures of children who are hard of hearing or deaf via (1) accessible information resources, (2) professional development, (3) products selected specifically for children with hearing loss, (4) sharing information to assist in advocating for appropriate services and supports.

This 'go-to' site is for professionals and family members seeking more information about the learning and social issues of children with hearing loss and what can be done to better support the future success of these children.

Information resources are at no cost, relevant, designed to be easy to understand quickly, and practical to use.  
Purchase materials at SSCHL - one stop shopping for your desired items, for sale at the best possible price!

Supporting Success for Children with Hearing Loss,  
15619 Premier Drive, Suite 101, Tampa, FL 33624

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**Constant Contact** 

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