



Supporting Success

for Children with Hearing Loss

**BIMONTHLY
UPDATE**
**Early November
Update 2016**

Topic:
How is the student doing - really?
School Readiness and Monitoring
Progress



[Karen L. Anderson, PhD](#)

Director & Update Editor

Next SSCHL update in
late November.

**Topic: Self-Advocacy
Strategy Skill
Building**

Over 5800 people have
subscribed to receive
these Updates!

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[Interact-AS Speech-to-
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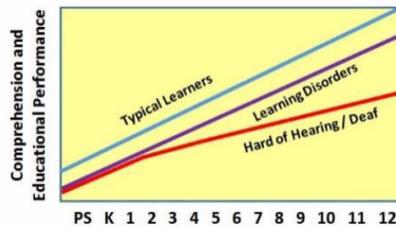
VIDEO VIEWING

**[A Day in the Life of the
Student](#)**

Learn more about how
Interact-AS speech-to-
text automated captioning
can be used to provide
access and increase
student independence -
every day! A cost effective

Dear Karen,

Progression through the school grades assumes that students have demonstrated one year of achievement for one year of participation. Students in the top ¼ typically remain in the top ¼ and those in the bottom ¼ typically do not improve to average performance, often because they have learning disorders that prevent them from 'catching up' with average. Thus, a student who performs at the 48th percentile in the early grades is expected to continue to perform at this general level, with minor variation, at the end of primary school.



Students with hearing loss are truly 'zebras' in that their academic performance is often not typical of average learners or those with learning disorders. The figure shown is a conceptualization of how the access issues experienced by children who are hard of

hearing may 'look good' at school entry, but achievement erodes as time goes on unless appropriate levels of services and accommodations are provided.

This Update will provide you with some ideas for monitoring performance of students with hearing loss, including considering readiness for success in the mainstream classroom.

WHAT'S NEW?

The first **National Microtia Awareness Day** is on **November 9th!** Just like all kids who have hearing loss, those with microtia/atresia need to know they are not alone! Celebrate this special day! For more information, including Awareness Day t-shirts and books for children explaining 'tiny ears', go to the [Ear Community Organization website](#). Go to the *Supporting Success* website to learn more about [Permanent Conductive Hearing Loss: Atresia, Microtia, Etc.](#)



solution to provide visual access to what a student misses auditorily when the teacher is presenting verbal instruction.

Case Study: Using Interact-AS in the Classroom

WEBINARS

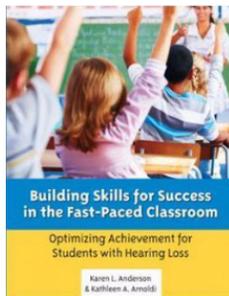
Join us on November 30th for the next **FREE** webinar describing Interact-AS! [Register HERE](#). The next generation in Interact-AS speech generation is now here! Better accuracy and no more voice training required. Join us on the next webinar to learn if this accommodation could be a good fit for your student(s).

Future free webinar on Nov 30th at 1:30 CT

Check out the helpful I-AS Video Library

NEW PRODUCTS 2016

Building Skills for Success in the Fast-Paced Classroom is owned by about ¼ of teachers of the deaf/hard of hearing in the US. Do you have YOUR copy? Sometimes informally called the Itinerant's 'bible' the 7 chapters in this 500+ page resource are beneficial for newbies and veterans alike.



Following the inclusion of the M/A Awareness Day information on the Supporting Success webpage there have already been a handful of D/HH teachers from schools contacting EarCommunity.org about the National Awareness Day, asking some great questions and how they can participate with the children in their schools that have Microtia and Atresia. There is even a teenager who has asked his school to get him a table so he can hand out information about microtia/atresia when he wears his Awareness Day shirt on November 9th!
Make it a special day for your students too!



Supporting Success for Children with Hearing Loss is 5 YEARS OLD!

Thanks to all of you who have been long supporters and to those who are new. Supporting Success would not be here without you!

Help us celebrate our 5 year anniversary. **Use the coupon code [HappyAnnivSSCHL](#) ! and receive 20% off of any order of \$25 or more from November 2nd-9th.**

TEACHER TOOLS

[Join your colleagues](#) and benefit from Teacher Tools! **We now have over 900 members** with more joining every day! In November, Teacher Tools looks at 'color' with stories about crayons and rainbows and attributes with different color words. Social skills discusses table manners as many of us will gather around a table with family and friends. Words, Words, Words presents the roots of 'chromo' and 'atic' and how they relate to color. Listening Strategies for November is all about listening connections to vocabulary development and how to integrate vocabulary growth during school routines. Hearing Loss Acceptance expands on perseverance and raising the awareness of missed information of early school-age students. It focuses on how to build skills in the area of subvocalizing as a means to remember what was heard. Research Round-up is a recap of the research on vocabulary development in children, the 30 Million Word Gap, and how it applies to children with hearing loss. [SIGN IN NOW!](#)



SUPPORTING SUCCESS CONFERENCE



The first 100 registrants will receive a [Zebra Advocacy Clipboard](#) FREE. The clipboard will be a part of the participant information received at the conference.

What's so special about this Conference?

- Topics are focused on supporting students who are primarily educated in the mainstream or who are in center-based classrooms with the goal of mainstream placement.

- It is a national conference for teachers of the deaf/hard of hearing and the educational audiologists and SLPs who also are key to supporting student success.
- Topics are applicable to both students who sign and those who only use listening and spoken language.
- Information is applicable for preschool through secondary students.
- It is designed to maximize both the number of CEUs earned and opportunities for you to network.
- There will be door prizes, a social, it is next to Disney World - it will be FUN!



Come to Orlando February 17-18th!

Our conference is at the Park Inn Radisson next to Walt Disney World. Stay the extra day of President's Day Weekend and enjoy the Orlando parks, maybe with new friends made through networking at the conference!

Session Topics - Highlights:



- Strategies to Teach Reading to Visual Learners
- Language Assessment & Intervention for Students Who Use ASL
- Connectivity in the Classroom - better understanding evolving hearing technology
- Changing Services from the Top Down: Navigating Conversations with Your Administration

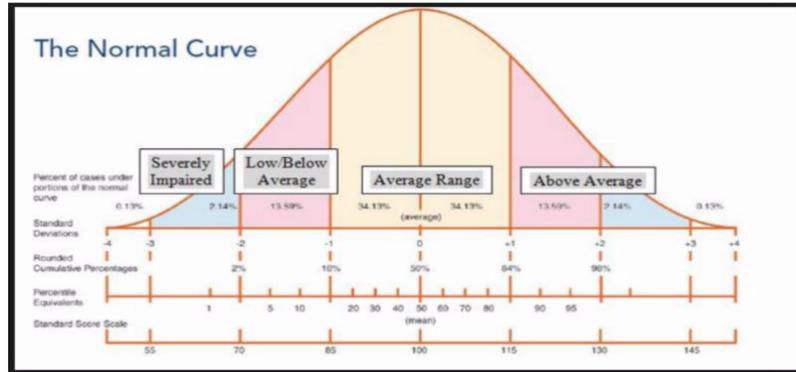
See the [Supporting Success Conference page](#) for the Conference schedule, descriptions, speakers, hotel and more!

TOPIC: SCHOOL READINESS & MONITORING PROGRESS

A fully developed, well-written, present levels of performance summary is the foundation upon which the rest of the IEP is developed. Part of service provision is monitoring whether the services, supports, accommodations and placement for the student are truly resulting in the desired outcome. For students with hearing loss this would include closing language gaps that impact classroom comprehension and literacy, strengthening appropriate interaction skills and social confidence, and demonstrating appropriate self-advocacy and independence with hearing technology so that the student can fully participate in the classroom.

Progress monitoring from year-to-year can be performed by comparing percentile rank scores on standardized tests in a single subject over time, looking for significant changes. It is necessary to understand how the percentile ranks relate to standardized test scores and the overall normal bell curve. If a

student who scored in overall reading in grade 2 at the 48th percentile, at the 38th percentile in grade 3, and at the 30th percentile in grade 5 may still continue to fall within 1 standard deviation from the mean or considered to be within the 'average' range. However, a drop of 18 percentile points over 3 years certainly raises the question about adequate yearly progress and if the access accommodations and services have truly 'leveled the playing field' for the student with hearing loss.

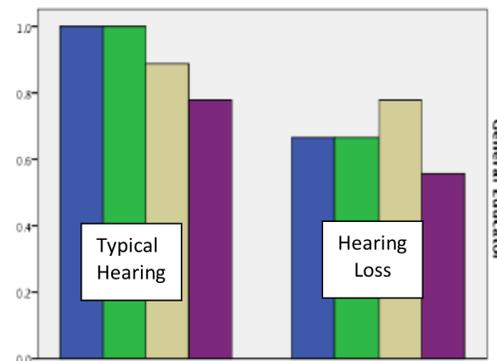


Progress monitoring during the school year is also performed through the use of functional checklists, curriculum based monitoring techniques, and gathering data on student performance each time there is work on IEP-specified skill building.

Baseline monitoring - how ready is the student ready for inclusion in the mainstream?

The **Placement and Readiness Checklist (PARC)** has been freely available for use for many years. A new report, downloadable in the More About This Topic section below, was released following completion of a study in Iowa that has verified that the **General Education Inclusion Readiness Checklist**, one protocol from the PARC, is a **reliable and valid tool for identifying the readiness skills of students who are deaf and hard of hearing.**

The 13 questions of the **General Education Inclusion Readiness Checklist** were used in the study. Students in grades K-7 were included. This reliability research was performed in Iowa and compared student results on the PARC **General Education**

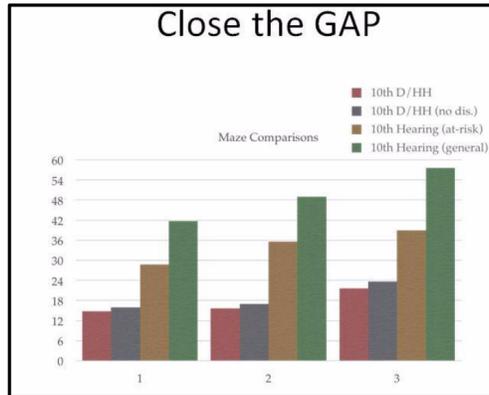


Inclusion Checklist with the Iowa Assessments and Iowa's **Formative Assessment for Teachers (FAST)**. Mean PARC ratings were significantly lower for students with hearing loss than their typically hearing peers. On average, although not statistically significant, general education teachers rated the students lower than the DHHTs or educational audiologists. The PARC correlated with performance on the. Students with hearing loss performed most differently than their peers on the

question about the student's typical response behavior (#6). The figure here shows test results: blue = reading, green = math, tan = science, purple = FAST proficiency.

AVE:DHH - the Avenue to Progress Monitoring

It is appropriate to consider CBM use for students who are deaf/hard of hearing specifically for ongoing functional assessment of academic performance. Curriculum based measures include repeated measurement (weekly, monthly) across extended periods of time using general outcome indicators that are sensitive in the rate of change demonstrated in the performance of a task of the same difficulty.



The AVE:DHH system is an e-based progress monitoring system designed specifically for use with students who are deaf or hard of hearing. It is available at no cost and is anticipated to remain available for many years. The measures take only a few minutes each week! It incorporates the

following indicators of progress:

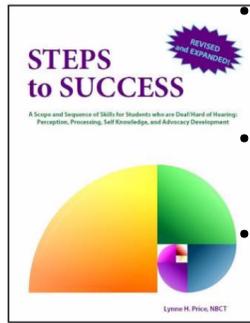
- Prereading skills: picture naming using oral and/or signed responses
- Silent Reading Fluency: Slash between letters to identify words
- Silent reading fluency and comprehension: Maze passages
- Written expression: Correct word sequences in a 3-minute passage
- Oral reading fluency from text presented on an iPad

AVE;DHH provides individual student data over time in the areas of language, reading and written expression. It is free for use by teachers of the deaf/hard of hearing who are actively working with students. Go to the following website to access AVE:DHH. Listen to the overview for more information and request an account. This US Department of Education grant-funded resource is available at no cost to US educators. <http://lt.umn.edu/avenuedhh/steppingstones/Login.html#> Links and references are [available](#) on AVE:DHH so you can learn more about using CBM with students with hearing loss.

RELATED PRODUCTS

Newly [REVISED Steps to Success](#) now includes FUNCTIONAL ASSESSMENTS! Steps to Success provides different levels of assessment. Instructions are provided for measuring by scope, goal, strand, activity.

- Each activity can be used as a measure of understanding of the content.



- Completion of a strand through all three levels can be a measure of mastery for the different levels of difficulty within one concept.
- Completion of a goal can be a measure of understanding of one step in the sequence of self-advocacy
- Completion of all application level activities for the entire scope and sequence can be a measure of mastery of the entire concept of self-advocacy.

Documenting Skills for Success

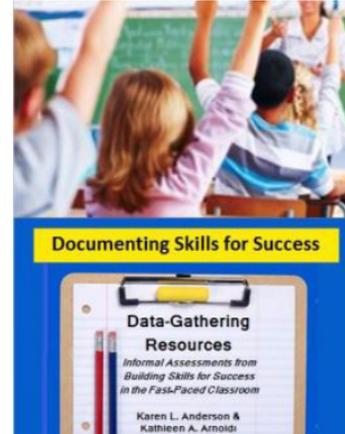
- NOW EVEN BETTER with more fillable checklists! *Building Skills*

for Success in the Fast-Paced Classroom is a well-used and much-loved resource among professionals who work with children who have hearing loss.

This 518-page resource is packed with many functional checklists.

Documenting Skills for Success is a supplement to *Building Skills* and provides 70 checklists in a digital format. The purpose of this is so that you can easily download an

electronic version of a checklist (INCLUDING ALL SIFTERS!) and email it to a teacher. The teacher saves it to her computer, completes it, then attaches it in a return email. The original version of DSS had 70 checklists and 27 were computer fillable. We have been working to revise the DSS so that more forms will be fillable! The best news - whether you have had this resource for months or are just purchasing it now, the fillable forms of all checklists will be available to all owners of *Documenting Skills for Success*. NO price increase!



MORE ABOUT THE TOPIC

Go to the following pages on the Supporting Success website for more information related to this topic:

- <http://successforkidswithhearingloss.com/monitoring-progress-skill-building/>
- PARC: **General Education Inclusion Readiness Checklist** can be found at the bottom of <http://successforkidswithhearingloss.com/tests>.

Other Resources

- Free webinars on progress monitoring in reading can be accessed at http://www.cehd.umn.edu/DHH-resources/Webinars/02/how_to_implementPM.html This group of webinars is VERY comprehensive!
- Article: [Monitoring Progress of Students Who are Deaf or Hard of Hearing](#)

Go to the [Bimonthly Update Goodies page](#) for **FREE** handouts and materials, including:

- Issues in Service Delivery Information
- PowerPoint: Monitoring Reading Progress with Students who are Deaf/Hard of Hearing
- Resources for Assessment of Students who are Deaf and Hard of Hearing

WEBCASTS PROFESSIONAL DEVELOPMENT ANY TIME!

[Match It. Sell It. Guarantee It! Getting Your Students the Support They Need.](#) This 60-minute webcast is packed with strategies for determining the type and amount of special education service your students need to succeed, the techniques for working with IEP teams and administrators to secure the critical involvement of a teacher of the deaf/hard of hearing in the delivery of services. Only \$24.



Interested in other information that talks about the role of the Itinerant Teacher? The **2017 Conference** includes the presentation **Have Car, Can Teach**, specific to effectively performing in the role of itinerant teacher of the deaf/hard of hearing.

NEW PRODUCTS COMING FOR 2017!



Thanks to all of you who recommended your 'favorites!' Supporting Success will be adding some new products for next year, especially to support increased literacy. Stay tuned!

ADVOCACY NOTES

We often are contacted by teachers of the deaf/hard of hearing who have been challenged regarding the appropriateness of providing services to students with hearing loss who are 'doing okay' or earning 'good grades' in school. Recently we received a question about whether there was a specific case in which a child with hearing loss was denied a Teacher for the Deaf because of passing grades. There is no such court case but there are strong arguments to support serious consideration of providing services for 'good students.'



1. Per IDEA, special support services and individualized instruction is for students whose disabilities adversely impact their educational performance. This is not the same as academic performance or grades. It encompasses social interaction, full participation in the classroom, and teaching to the identified gaps in skills related to the hearing loss (like phonological awareness, morphology, vocabulary, listening comprehension, etc). If the evaluation shows just one area of decreased

performance then special education services are appropriate.

2. The Commentary of IDEA states that the purpose of IDEA is: *To ensure that all children with disabilities have available to them a free and appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.* Students with hearing loss will not spontaneously learn the communication repair and self-advocacy skills they will need to be able to fully participate in the classroom. Common Core standards include skills related to appropriate interactions with others and participation in the classroom. As was mentioned in the last Bimonthly Update, use your knowledge of the student's auditory discrimination skills to discuss the challenges in distinguishing, blending, isolating and segmenting sounds. And remember, each child is expected to FULLY PARTICIPATE in the classroom, which relates directly to effective access to communication. It isn't about what the child CAN hear, it's about the impact of missing bits and pieces of information over time on the pace and proficiency of learning.
3. Per IDEA, evaluations must consider academic and functional information. Normative tests are not very good at capturing the 'Swiss cheese' impact of hearing loss on language, literacy, participation and social interaction. We need to use functional performance measures to get at these vulnerabilities. The school team must then take ALL of the information into account, consider what the child needs to prepare them for their future - not only provide support so students can earn 'okay' school grades.
4. The ADA and its requirement for equal access is a strong argument for the involvement of a DHHT in the evaluation of a student's needs. Who else can really estimate the level of communication effectiveness of our students? Under ADA a student needs to be provided appropriate auxiliary aids (like an FM) and services. Services can easily include teacher inservice, working with the student for independence with hearing technology, and monitoring functional performance across school activities (as in have the provided accommodations closed the access gap).

It is a very challenging part of the job of the DHH teacher to continually advocate for the needs of our 'zebras' in a world of 'horses.' We need to have functional information about student performance and progress over time to know if the services and accommodations provided are not only allowing one year of performance in one year's time, but closing any identifiable gaps in performance.

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,
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