



Supporting Success for Children with Hearing Loss

**BIMONTHLY
UPDATE**
**Late December
Update 2016**

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Product Focus
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**Topic: Early Intervention
Considerations**



Greetings!

The true benefits of early identification of hearing loss are not realized unless the family receives quality early intervention and uses strategies daily to communicate effectively with their child. For 95% of infants identified, there is no one in the family who also has early onset hearing loss. Families struggle to accept this diagnosis, especially when they can 'see their child hear.' Accomplishing full time hearing aid use is very challenging for families and often is not accomplished until preschool-age, if at all. The focus of early intervention services is usually to establish effective communication. It is easy for parents to become overwhelmed with all they need to know, do, and be aware of as they communicate with their child daily.



The focus of this Bimonthly Update is to share information and resources regarding effective early intervention services for infants and toddlers. An Update in the spring will address transition from early intervention to early childhood services.

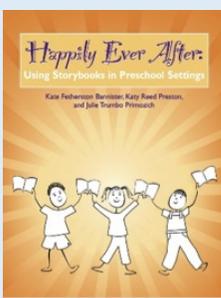
**HAPPY HOLIDAYS FROM SUPPORTING SUCCESS FOR
CHILDREN WITH HEARING LOSS!**

WHAT'S NEW?

A sacrifice to Windows 10! It is with great regret that we inform you that the LIFE-R program on CD or the USB drive is not compatible with Windows 10. This was unforeseen and as there is no way we can fix the program, we will no longer be selling the LIFE-R CD and USB drive.



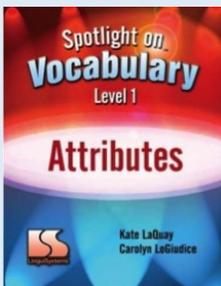
The good news is that the version of the LIFE-R that is on the Supporting Success website works perfectly! To use the LIFE-R program, go to <http://lifer.successforkidswithhearingloss.com/>. Remember to save the ID number for each student. For



[Language Strategies for Little Ones, Children and Older Students](#)



[Spotlight on Vocabulary - Attributes](#)



confidentiality purposes, there is no way for us to retrieve your student's data. Only you, using your email address and the ID number, can retrieve specific student data. For additional confidentiality, when you enter the student ID number and return to the student response data you will need to re-enter the student name, grade and teacher's name. Hundreds of your colleagues have been using the online LIFE-R program for several years - give it a try!



[Children Rejecting Hearing Devices: Who, Why, When? PLEASE](#)

COMPLETE THIS 10 QUESTION SURVEY! It is wonderful to have had 49 people share their knowledge about their students who resist using hearing

aids and/or classroom hearing technology. So far there is information on almost 1000 students on the caseloads of respondents. Because this issue is so complex, we really need to have more respondents to be able to have strong findings. Please spare some time to [complete the survey](#).

TEACHER TOOLS

[Become a member](#) and join 1075 of your colleagues! Access



all the materials Sept - April. **Our Kool Kidz now have embedded captions! LOGIN and see!**

Have you been using the holiday-themed materials yet? As the holiday break approaches we often like to include fun learning opportunities. Instructional stories

looks at the history of holiday lights and the winter solstice. Attributes looks at the hot and cold of descriptive language. Social skills discusses how to say thank you and show gratitude. Words, words, words looks at two different meanings for the root 'sol' along with the use of the suffixes 'er' and 'est' to show degree of comparison.

Listening Strategies for December is all about phonological awareness as it integrates with listening skill development and leads students directly along a path to literacy.



SUPPORTING SUCCESS CONFERENCE

Already registered but want a roommate? Email info@successforkidswithhearingloss.com and we will try to put interested parties in touch with one another.



Two months left to register! There is still room! Come to Orlando in February to enjoy learning great information to help YOU to support the success of your students with hearing loss! **Our low regular registration pricing goes through January 15th** and Late registration is accepted

through February 10th. You still have time to get your PO processed!

February 16-18 is coming fast! Our presenters are busy developing their topic information. ASL Assessment, Apps, Access, Literacy, Collaboration, Self-Advocacy, AND MORE! See what sessions there are [just for YOU!](#) Our 10 exhibitors are gearing up to share information on their wonderful services. The list of door prizes is growing! Come join the excitement! See the [Conference Schedule](#) (newly revised) and [go here](#) for all of the Conference details.



TOPIC: Early Intervention Considerations

Consideration 1: Parents Can Get Overwhelmed

There is much to know and great urgency to act, all at a time when families just want to adjust to having a new baby in the household. Keeping the 'lessons' as simple and accessible as possible will go far in actually getting the family members to adopt new practices.

[Listen Little Star](#) is a guide for families of infants with hearing loss that provides intervention strategies for the first 12 months of life. This beautifully written guide presents 12 lessons to families.



Each lesson has (a) baby's lesson (b) your (family's) lesson (c) your support team and (d) your lesson record. Early intervention providers can discuss the lesson with the family, watch the video together and then leave a printed version of just that lesson information. With all materials on the DVD, families can use the material in a self-paced manner and refer to the video lessons as often as needed.

Listen Little Star Lesson Topics

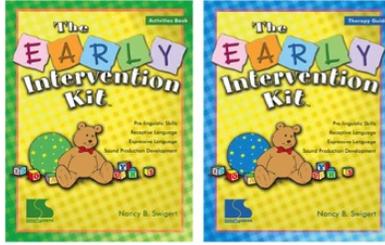
- | | |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1. The most important lesson you will learn is how to talk to and interact with your baby! | 7. Expand on what your baby already knows. |
| 2. Mouth close to baby's ear - talk and sing. | 8. Leave a little space of time for baby to take in the words. |
| 3. Love....Love....Love - Provide an abundance of affection and interaction | 9. Follow that child! |
| 4. You already know how to teach her to listen and talk. Tap into it! | 10. Try to establish a routine. |
| 5. Can you hear that sound? | 11. Talk before and after the action. |
| 6. Dance Little Star. | 12. Feed in receptive language until it overflows into spoken language. |
| | 13. Resource Handouts |

Consideration 2: Weaving in All there is to be Learned is Challenging!

Assessment of early development, creation of effective functional activity goals and designing practical intervention activities can be a true challenge when dealing with all there is to learn in the first couple of years. Ideally, early intervention will be provided by individuals with specific expertise and knowledge of the needs of the developing child with hearing loss. Sometimes teachers of the deaf/hard of hearing are

placed on the role of early interventionist with very little training in EI practices. Identifying effective materials in early intervention can be a real challenge!

[The Early Intervention Kit](#) is new to SSCHL and we are thrilled to offer these materials. Written by EI expert, Nancy Swigert, the Kit has a Therapy/Teaching Guide is a real 'find' whether you have been providing EI for many years or are new to family teaching.



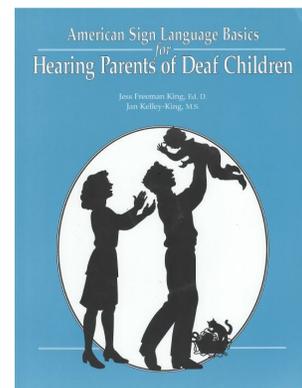
Chapters include: Evidence Base for EI, Medical Disorders & Syndromes, Tools & Methods for Assessment. **What is best** is the logical, hierarchical approach to providing activities to support language development in early learners that you have at your fingertips. Appropriate for children with cognitive delays along with birth to three-year-olds, the materials specify goals in different areas of communication development and cross reference them to specific activities in the Activities Book. There is a CD of printable materials PLUS sign-language cards that can be used to ease in the inclusion of sign by families in a non-overwhelming manner.

Consideration 3: Introducing Sign Language

Although not necessary for communication development of every child with hearing loss, there is growing evidence and interest in the value of families using sign with their infants and toddlers to boost early language development and expressive communication ability. With thousands of signs and extensive ASL dictionaries available in print and online, where do you start?

[American Sign Language Basics for Hearing Parents of Deaf Children](#)

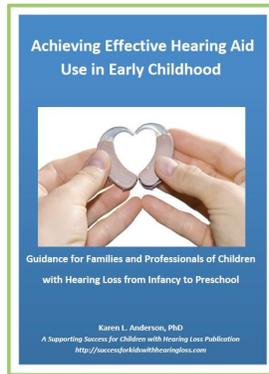
is a 146 page guide that includes a DVD with video lessons. Practical, simple and fun, this guide presents the words/signs families are most likely to need or want to use first with their young child. These materials are also useful for staff of classrooms of multi-disabled students that include those with hearing loss. This guide has been around for many years and is still very relevant, along with being inexpensive. A good resource to have on hand and to share!



Consideration 4: Helping to Keep Hearing Aids on Busy Little Ones!

Per the [2010 Phonak Data-Logging Study](#), only 10% of children achieve full time use of their hearing aids (all waking hours). If we could change just this one thing, we could change the learning trajectories and lifetime outcomes for thousands of children with hearing loss. The [Strategies for Keeping](#)

[Hearing Aids on Young Children](#) webpage has information useful to teachers, clinicians and parents alike. Be sure to download the free brochures for families or [order](#) samples free from SSCHL; [quantities](#) are also available for only the cost of shipping.

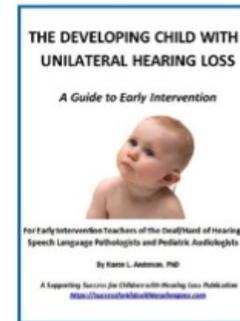


[Achieving Effective Use of Hearing Aids in Early Childhood](#) was written to assist parents and early intervention providers in keeping hearing aids on their young children. It provides information on the urgency of consistent amplification use, why children of different ages take off their aids, and specifically what parents can do to get through this very challenging time successfully. There is also valuable information for

transitioning to preschool. An inexpensive resource to have on hand for whomever works with infants and toddlers who are hard of hearing.

RELATED PRODUCTS

With newborn hearing screening we are now identifying many young children with unilateral hearing loss. What do early interventionists work on with families of these children? [The Developing Child with Unilateral Hearing Loss](#) provides handouts and step-by-step information to use when discussing the needs of children with UHL with their families during the first important family visits. Available in printed or digital formats. There is also a version just for audiologists.



15 NEW PRODUCTS FOR 2017! Many Bimonthly Updates this fall have dealt with phonological awareness, early literacy, and the importance of teaching morphology. We have specifically expanded our items in the area of literacy, language development and early intervention. [Be sure to see the full list of new items!](#) More are coming into our warehouse daily and are ready to ship!



MORE ABOUT THE TOPIC

See the following SSCHL webpages for more information:

- [Strategies for Keeping Hearing Aids on Young Children](#)
- [Early Childhood: Infants, Toddlers, Preschoolers](#)
- [Early Intervention Resources](#)
- [Communication Choices](#)
- [Smiling, Eye Contact, and Early Development](#)
- [Communication Monitoring - 8-36 months](#)
- [Brain Development and Hearing Loss](#)



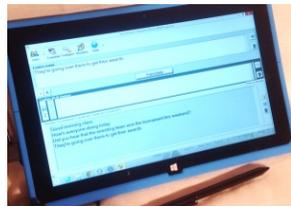
Go to the [Bimonthly Update Goodies page](#) and download these resources. You only have a short time before they are gone!

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

- Top Ten Tips for Parents
- Evidence Base for Improving Outcomes of Young Children who are Hard of Hearing
- Formula for Success Contract (EI)

INTERACT-AS HIGHLIGHTS

The fall has been very busy with many trial periods for Interact-AS speech-to-text captioning. If you have a student



who a) has issues accessing all verbal instruction in class, b) has at least a 5th-6th grade reading level, c) is open to trying new technology, then Interact-AS may be a great fit! Another total upgrade to the speech translation engine has resulted in significant

improvements in caption accuracy. Voice training is reduced to a 15 second microphone check and the system is more resistant to noise affects in caption accuracy. We insist on trial periods as this accommodation, like any other, is not always a good fit to the student or academic setting. High accuracy requires teachers to speak clearly. The technology keeps getting better and better! [Check out this video for a quick overview and demonstration.](#) We have free 30-minute webinars coming up on [January 17th](#), [February 9th](#), [March 15th](#) and [April 25th](#). Click on the date to register. All registrants receive the slides, handouts and recording of the webinar.

ADVOCACY NOTES

"Reasonably calculated to enable the child to receive educational benefits" is a phrase that came from the Rowley court case in 1982. IDEA does not prescribe how much a student with an IEP should achieve for an "appropriate" education but it is clear that



the school is not responsible for providing the supports or services needed for the student to perform to his or her potential. Thus, IDEA provides limited rights and protections for receiving FAPE but does not guarantee 'equal' educational



opportunities. The ADA, by contrast, is an anti-discrimination statute that requires equal opportunity to avoid discrimination, public entities are required to make reasonable modifications to rules, policies or practices. The specific wording of ADA is:

"affording an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others"

[ADA Title II 28 C.F.R. 35.130 (b)(1)(iii)]. Therefore, ADA has a 'higher bar' for achievement than does IDEA. When we specifically consider the needs of children with hearing we are constantly considering both access and educational impact of hearing loss on performance. Obtaining specific data on a students' level of communication effectiveness in the classroom and performance in skill areas specifically vulnerable to hearing loss are necessary if we are to provide an appropriate education. I am excited to be presenting a session at the February Conference on this topic!

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!