



Supporting Success for Children with Hearing Loss

**BIMONTHLY
UPDATE**
**Late October
Update 2016**

Topic: The Listening and Reading
Connection



[Karen L. Anderson, PhD](#)

Director & Update Editor

Next SSCHL update in
early November.

**Topic: School Readiness
& Monitoring Progress**

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UPCOMING SPEAKING ENGAGEMENTS

Oct 21 - Lansing, MI

VIDEO VIEWING

**A Day in the Life of the
Student**

Learn more about how
Interact-AS speech-to-text

Dear Karen,

Kindergarten and first grade are an exciting time in a child's life as the magic of reading becomes real for most students during the early school years. It is well known that reading is parasitic on listening ability and that phonological awareness develops naturally in most children with typical hearing. Another way to say this is, children must develop the phonological awareness skills associated with spoken language BEFORE they are introduced to the sound/letter relationships foundational to reading. Children who are good readers have good phonological awareness skills. Whether hard of hearing, deaf, or Deaf, students with hearing loss almost universally have challenges developing phonological awareness skills spontaneously at the same rate, and to the same level of proficiency, as children with typical hearing ability. Children who decode reading at a whole word level will never have the fluency to keep up with increasingly long and complex sentence structures typical of secondary school text books.

This Update will provide information on the listening skill hierarchy of development with specific focus on the necessity of developing phonological awareness as a precursor to reading fluency and comprehension.

WHAT'S NEW?



The search is on for great new items for 2017! Each year Supporting Success discontinues some items ([see our sale items](#)) and replaces them with new products. Do you have a teaching material or assessment you absolutely love? [Share your thoughts with us](#). If it is a product we end up selling you will receive a coupon worth 25% of an order with *Supporting Success!*

Interact-AS FREE Webinar - spend a half-hour and see I-AS in action. Learn about it from the automated speech-to-text captioning developer. **1:30 Central Time, Oct 26th.** [Register HERE.](#)



NEW PRODUCT VIDEOS! Cara King, SSCHL's Customer Service Associate, has been busy recording product videos!

automated captioning can be used to provide access and increase student independence - every day! A cost effective 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

FREE Webinar will be Oct 26th at 1:30 CT **Register NOW**

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

Check out the helpful **I-AS Video Library**

NEW PRODUCTS 2016

LOOK - Norm-Referenced Tests to Assess Auditory Skills Necessary for Mainstream Classroom Performance

Developmental Test of Auditory Perception (DTAP) - ages 6 - 18.11 years

Listening Comprehension Test 2 - ages 6 to 12

Listening Comprehension Test Adolescent - ages 12 to 18

Phonological Awareness Test - 2 (PAT-2) - ages 5-9 years

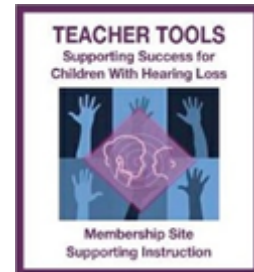
TAPS-3 Test of Auditory Processing - ages 4 to 19 years

Find out about [Steps to Assessment](#), [Building Skills for Success in the Fast-Paced Classroom](#), and the [Developmental Test of Auditory Perception](#). More videos to come!



TEACHER TOOLS

Teacher Tools is a hit! We already have over 770 members this year - **Join Now** to access all of the materials! Enjoy having great seasonal materials on tap to share with your students to stretch their content vocabulary and language abilities - for beginners and advanced language. There is still time to download **Pumpkin** materials!



LISTENING for literacy is the topic of this newsletter. If you feel you need to know more about how to teach listening skills, this Teacher Tools membership year is for you! Our **Listening Strategies** section provides teachers with the tools to increase their understanding of which auditory skills are relevant to use with different types of learners and will provide information on increasingly complex strategies throughout the year.

SUPPORTING SUCCESS CONFERENCE

Early Bird Registration ends on Halloween! We have kept registration fees as low as possible for this CEU-packed event. Save \$20 and register before November 1st. Registration for both Friday and Saturday is only \$169 and includes most of your food expenses.



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

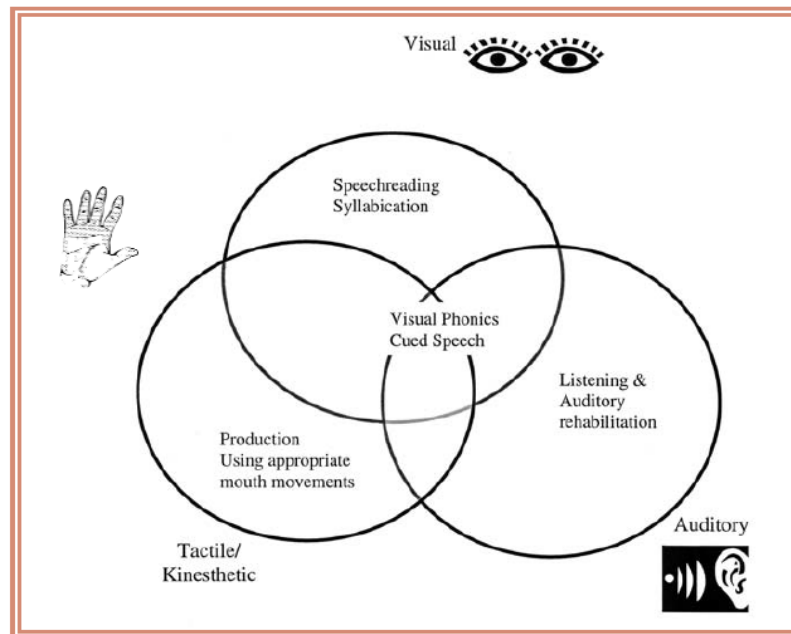
See the [Supporting Success Conference page](#) for the Conference schedule, descriptions, speakers, hotel and more!

TOPIC: THE LISTENING AND READING CONNECTION

Many students with hearing loss are the products of early identification, great amplification, early intervention and involved parents. With this background it isn't uncommon for speech to be highly intelligible for hard of hearing students, if not 'just like kids without hearing loss.' We recognize that the speech sounds with inaccurate production are typically the same sounds that students have the greatest challenges perceiving consistently. Sometimes 'good speech' is inappropriately taken as 'proof' that a child requires no special attention on listening development and/or early reading skills.



Phonological processing is what someone does from the time they see the text and comprehend its meaning. It **requires internal phonological representations**, or solid consistent mental referents that the phonemes of speech always sound a certain way. These memories of speech sounds are constantly tapped for use in reading and spelling. **Children who do not hear all speech sounds consistently will have challenges in developing these solid, constant phonological representations.**



The sounds with inconsistent or sketchy representations will 'catch' a reader again, and again, requiring painstaking decoding that slows the reading process. The longer decoding takes and the more effort that is expended on decoding the words, the fewer the cognitive resources there will be available to remember all of the words in the sentence and then, finally, to comprehend the sentence as a whole. This is why students may appear to be low average or 'typical' in early elementary and then experience decreases in their reading ability standard scores over time. To keep up with the reading requirements in late elementary and secondary, a student must have solid phonological awareness.

What are cues you can use to teach phonological awareness to students with hearing loss?

An article by Rachel Friedman Narr provides the following visual for the cues that can be used with students who are deaf or hard of hearing. Ultimately, we need to work with our students to (1) build internal phonological representations, (2) help them realize that sounds in words can be manipulated to create new words, (3) help them internalize rules and patterns associated with sound-based manipulations, and (4) successfully decode words. Strategies to do so can be taught within several sensory domains with emphasis of different strategies depending upon the strengths of individual students. Dr. Narr's article provides more detail on teaching strategies and can be found in the 'More About This Topic' section below.

In addition to phonological awareness issues, **weak auditory skills impact academic information.**

- Weak discrimination results in difficulties accessing orally presented information, poor understanding of speaker intent, and a slower rate of processing information.
- Weak closure skills result in slower decoding in reading, missing key information in conversation, and confusion of word choice.
- Weak memory reduces the ability to hold what was said in mind until it can be comprehended. It slows recall and retelling of information in reading, decreases the ability to identify key elements in a spoken passage for summarization, and creates auditory confusion due to inaccuracy.
- Weak visual integration impacts the ability to spell, develop deep word meaning, and use visual support as an effective accommodation in the classroom.
- Weak figure ground discrimination causes difficulty with processing speech in noise, an inability to attend consistently and over time, and an inability to focus, which impacts class participation and socialization.
- Weak integration skills result in difficulties with attaching meaning to what is heard, in poor visualization of content in reading, and in difficulty following directions.

PRODUCTS RELATED TO THE TOPIC

100% Listening - On Sale - while supplies last! Awesome grab and go materials! **100% Listening** is a two book set that offers ready-made materials for primary and secondary students. Fun, engaging and applicable.



CAST - Contrast for Auditory and Speech Training - Includes a pretest to help answer "Where is this student on the auditory hierarchy?" CAST is a true time saver! There are so many contrasts that can be made with speech sounds, from grossly different to very fine auditory discrimination. Assist your students to develop their recognition of phonemes! There are 28 pretest cards to identify the student's skill level and 150 double-sided cards each with two pictures showing two speech sounds. There is a

very good 30-page manual that provides a training hierarchy, cueing techniques and other 'how to' information.

Compass Test of Auditory Discrimination - By David Sindrey, this popular test has been a favorite to determine discrimination level. Download it for free or purchase it from *Supporting Success* for our cost of printing. There are 50 cards to help you assess the auditory discrimination abilities of children starting at approximately age 4.

Auditory Skill Development Cards for Classroom Listening - These cards are designed to target the auditory skills students need for classroom listening, reading, writing and thinking tasks. For grades 1-6. 200 cards each with 3-6 questions organized by complexity for 10 auditory skills including phonological awareness, listening for details, following directions and comprehension.

Spotlight on Listening Comprehension - 6 Book Set - One book each devoted to improving auditory skills for listening to details, main idea, making inferences, reasoning/problem solving, story comprehension and sequencing. Another great 'grab and go' material for gr 1-7. A perfect follow up to issues identified by the Listening Comprehension Test that coordinates beautifully with the Auditory Skill Development Cards above.



MORE ABOUT THE TOPIC

Refer to auditory checklists and other auditory development resource information is available on the SSCHL website:

- [Listening \(Auditory Skills\) Development](#)
- [Listening Training Resources](#)

Other relevant resources:

- [Phonemes of different languages](#)
- [Strategies and Tips to Support the Development of Literacy](#)

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

- Teaching Phonological Awareness with Deaf and Hard-of-Hearing Students
- Listening Skills Develop Early
- Auditory Skills & Common Core Standards Expectations



**FEATURED WEBCAST
PROFESSIONAL DEVELOPMENT ANY TIME!**

Literacy Support: Improving Decoding, Comprehension & Fluency Skills. This 60-minute webcast relates specific listening skills to literacy competency and analyzes the impact of being deaf or hard of hearing on acquisition of skills. It also identifies specific instructional strategies for teachers to use to improve literacy. Only \$24 or one of three webcasts in our **Academic Supports Webcast Trio** for only \$48!



YOUR HELP IS NEEDED!

Access truly is the name of the game! **Yet how do we know** how WELL our students are truly accessing information presented in the classroom. Let's work together to figure out practical ways to assess the level of access. **Look HERE** for a working draft of ***Estimating the Level of Communication Effectiveness/Access.***

There is still much to be figured out! What do YOU do? We would love to collaborate with some interested DHH teams. How it works: Connect, develop your ideas to add to the Draft, share your ideas with Karen who will integrate them into the Draft, and we collaborate amongst all interested groups until all are satisfied with the White Paper! Contact **Karen** for comments.



1/3 of the way there!! Complete our survey - 100 responses is our target! Children Rejecting Hearing Devices: Who, Why, When This is a 10-question survey for teachers of the deaf/hard of hearing and educational audiologists to complete to assist in identifying key issues related to resistance toward hearing aid use. Base it on last year's caseload or who you serve this year.

ADVOCACY NOTES

The *Common Core Standards* have received a variety of reactions. Overall, for students with hearing loss, it has been highly beneficial to have these expectations delineated. This way it is easier for professionals to identify typically vulnerable areas and determine student needs and goals based on the expectations. As stated by the **Common Core State Standards Initiative**, "the point is to teach students what they need to learn and not what they already know - to discern when particular children or activities warrant more or less attention." Starting in kindergarten, students are expected to demonstrate understanding of spoken words, syllables, and sounds (phonemes).



Whether the *Common Core State Standards* are used in your area or another set of delineated expectations, **USE THEM AS YOU ADVOCATE** for your students' needs. Pair the findings of



your Functional Listening Evaluation, ELFLing assessment, Iowa Medial Consonant Test, plus the sounds 'missing' per the audiogram (i.e., sound audiogram) with the requirements for phonological awareness (see Early September Update for more information). 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.

CCSS.ELA-LITERACY.RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-LITERACY.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-LITERACY.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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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