

Supporting Success for Children with Hearing Loss April 2014

Karen L. Anderson, Director

Hooray for Spring – finally!!! It is evident that spring buying is underway! It is amazing how many copies of *Building Skills for Success*, *Steps to Success*, and the new guide *Building Skills for Independence in the Mainstream* are flying off the shelves! Lots of folks too have apparently heard my earnest message about informally assessing pragmatics skills because the Pragmatic Language



Observation Scale has been very popular too. Thanks to all of you who have considered SSCHL products and shared your 'wish list' with your districts. It is always rewarding to hear that people continually access all of the information on this growing website resource but is also fun to share so many good materials to help you support the success of kids with hearing loss. Remember to use the [Purchase Order Calculator](#) to figure out shipping costs for your order as the price of shipping is no longer embedded within the cost of each item.

With spring comes lots of speaking! I love getting out and meeting teachers, SLPs, audiologists and parents. There is so much passion among people who work to educate and improve the futures of children with hearing loss. It is exhilarating when a group comes together. Thanks to folks in IL, WI and MD for letting me touch your lives! I'm looking forward to the EHDl conference this month and may soon have more to share about early childhood issues and children with hearing loss.

Word is Spreading! Conference – Nov 7, 2014



Response to news of the first *Supporting Success for Children with Hearing Loss* Conference has been great! Changes in the landscape of education of children with hearing loss that require all of us to update skills and learn new knowledge.

Now is the time to be sure the conference expense is in your budget for Fall! [Download the Conference Information](#) to view the speaker and topic line up!

New Information this month on the SSCHL Website!

Welcoming the Child with Hearing Loss into Childcare. This 2001 resource has finally been updated! This 4-page newsletter-style information can be shared with parents to provide to child care centers, neighbors or family members who routinely care for their children. With most families having both parents in the workforce, our young children with hearing loss are typically in child care. As we approach summer and with many students facing full-time child care or summer camp experiences, spring is the time to provide mom and dad with information to improve these experiences. Under **Parent Resources** it has been added to [Expectations for Caring for Hearing Devices](#), [Hearing Aids, Cochlear Implants – Ways to Help Daily Hearing](#), and [Understanding Your Baby's Hearing Loss](#). Under **Professional Resources** it has been added to [Early Intervention for Children with Hearing Loss](#) and [Demonstrations: Simulated Listening with Hearing Loss & Devices](#). **Each of these pages is packed! Take a bit to review the available resources.**

Support for Showing Adverse Educational Affect Due to Hearing Loss. As I've been developing class material to share with the AuD students in my Child Aural Habilitation class I've tried to get across the most critical information related to the legal underpinnings that support eligibility for special services, supports and accommodations for children with

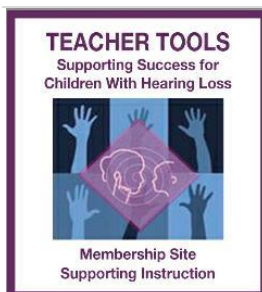
hearing loss. I thought I would share the 'cheat sheet' I developed that you can bring with you to those school team meetings when you may need to advocate for your students or children. This new handout can be found in the **Professional Resources** under [IEP Issues and IDEA Law Information](#).

The Listening Inventory For Education – Revised Student Appraisal with its 15 school listening situations has become increasingly popular and is now being widely used in some areas of the country. Although the e-LIFE-R (on the website, via CD or USB drive) can automatically generate accommodations reports tailored to the issues identified by your individual students, many of you continue to use the paper format, with or without the photos. In recognition of this, I have now posted the **Accommodations Tailored to LIFE-R Listening Challenges** which is a very extensive list of accommodations that has been crosswalked with each of the LIFE-R listening challenges. This handout can be accessed in **Professional Resources** in the [Accommodations for Students with Hearing Loss](#) and [Listening Inventory For Education – Revised \(LIFE-R\)](#) webpages.

I've gleaned further information from the rich NICHYC website that has had information available about children with disabilities for 20 years, but has very unfortunately lost Federal funding and will be discontinued this September.

- **Assessment & Accommodations** This handout by Stephen Luke & Amanda Schwartz provides an excellent overview of the big picture for expectations, content, testing and selection of accommodations for students with learning challenges. Per the article: "Accommodations affect test score for students with disabilities, lowering scores in some cases, raising scores in most others. Lowered scores appear to result when accommodations are poorly matched to student need or when the student has not had sufficient opportunity to practice using an accommodation in day-to-day settings prior to the testing situation" (page 6). It can be found in the **Professional Resources** section page under [Accommodations via 504 Plans and the Americans with Disabilities Act](#) and [Accommodations for Students with Hearing Loss](#).
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- **School Supports, Modifications and Accommodations for Students** This webpage defines the terminology and the different types of supports. It is in **Parent Resources** on a page of the same name that can be found under [School Age Children->IEP and 504 Plans-> School Supports...](#)

Yes! – 235 Teacher Tools Members!



Two more months of great information plus 6 months of teaching materials waiting for you! In April we will be asking all members to complete a survey so you can tell us how to make Teacher Tools better for next school year! Go to the [Teacher Tools Membership website](#) for more information.

In April, Teacher Tools will continue to look at Predict, Plan and Prepare with a look at Word Prediction and how important it is to language. The activities will focus on using word prediction in the areas of listening and language. For listening, we will look at developing rhyming

fluency. For language, we will look at using quantity adjectives to predict plural noun forms. Words, words, words will expand on vehicles with a look at 'working vehicles' and their special equipment. The word list for the whole year will also be included. **In May** there will be a review of the information presented within Teacher Tools during the 2013-2014 school year and an opportunity for you to complete a **survey** to provide feedback for improvements next school

year. Those responding to the survey will receive a coupon code to use to receive the 2014-2015 Teacher Tool e-magazine membership at a discounted price.

Great response to *Building Skills for Independence in the Mainstream!*



The 'how to' of teaching hearing device independence and self-advocacy skills to students is of interest to many teachers of the deaf/hard of hearing, educational audiologists, parents and others. It has been wonderful to see the response to *Building Skills for Independence in the Mainstream!* Thanks to all of you who have purchased it as a Guide with downloadable files or an e-guide with downloadable files. The comics-style discussion pages are engaging for students, the extensive IEP goal information is very handy and of course data collection methods are provided. The skills to self-advocate are also necessary to perform optimally in the mainstream. [Refer to the webpage](#) to see the full table of contents of this 125+ page Guide and the list of 50 downloadable files.

Highlights

Think about what you might like to inservice classroom teachers or classrooms of students in the fall:

There are four SSCHL webpages with information to assist you!

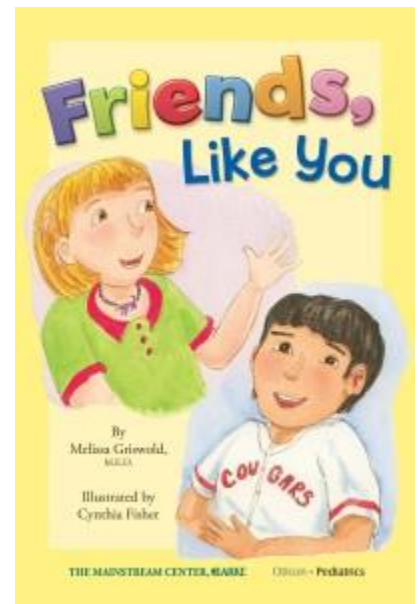
- **Inservicing the Classroom Teacher** <http://successforkidswithhearingloss.com/inservicing-the-classroom-teacher>
- **Teacher Guidance: a PPT presentation on Using FM in the Classroom** <http://successforkidswithhearingloss.com/fm-in-the-classroom>
- The great cut/paste **Emailable Tips for Teachers** <http://successforkidswithhearingloss.com/teacher-tips>
- **Demonstrations: Simulated Listening with a Hearing Loss & Devices** <http://successforkidswithhearingloss.com/demonstrations>

Children's books:

- [Friends, Like You](#) (book alone or book &+teacher guide + student activity booklet)
- [Eggbert, the Slightly Cracked Egg](#)

Materials:

- [5 Ways to Say Good Day: A Hard of Hearing Story](#) (classroom inservice DVD)
- [Inservice Combo](#) (Inservice handouts for school staff + hearing loss simulation CD)
- [Classroom Success Combo](#) (Sound Advice + 101 Ways to Encourage Self-Advocacy; includes easy to understand information on use of hearing technology to share with teachers)
- [Building Skills for Independence in the Mainstream](#) (includes a section on working with classroom teachers)
- [Earplugs to Demonstrate Hearing Loss](#) (experiencing it is worth 1000 handouts!)



Supporting Success Webcasts



The response to the freebie webcast on Common Core Standards was amazing! I hope that it was beneficial to the many of you who took advantage of this opportunity.

No more new webcasts will be recorded this school year but I'm excited about new titles for next year! Interested in presenting a webcast? Click [here](#) for more information.

13-001 [Applying Common Core Standards to IEPs for the "New DHH Learner"](#) Presenter: Karen L. Anderson, PhD

Our latest webcast additions are below. Click the links for more information.

14-001 [Legislation, Case Law, and Children with Hearing Loss: An update for educators, service providers and parents](#) Presenter: Jane B. Seaton

14-002 [Classroom Acoustic Accessibility: Impact on Listening and Learning](#) Presenter: Joseph Smaldino

INTERACT-AS: Spring = Lots of Trial Periods!

Spring is in the air and school teams are seeking ways to plan for greater success for their students with hearing loss. Some students are excellent candidates for using Interact-AS in their classrooms and it is wonderful to see so many of you ordering trial periods! Mike Massine, the Interact-AS Implementation Support person working with *Supporting Success* has been busy indeed discussing the use of this accommodation with specific students. Feel free to email Mike at interactassupport@successforkidswithhearingloss.com with your own questions or quote requests. A [February 5, 2014 letter](#) from the Office of the Secretary of the Department of Education provided clarification about how Federal education funds can be used to support technology use in schools. Once specific comment relevant to use of speech-to-text translation software follows: *States may use IDEA Par B funds set aside fro State-level activities to support the use of assistive technology devices that maximize accessibility to the general education curriculum for students with disabilities. IDEA, sec. 611(e)(2)(C)(v). Districts may use IDEA Part B funds to provide the specific assistive technology devices and services that are identified by the IEP team as needed by an individual student to receive free appropriate public education. IDEA, sec. 613(a)(2)(A)(i).* **Interact-AS can maximize student access to verbal instruction!**



Interact-AS will work with your student's FM transmitter as long as the teacher uses the boom microphone within 1-2 inches of her mouth. It will also work with one of the high quality and inexpensive microphones available for purchase with the Interact-AS software. The speech-to-text captions will appear on a laptop computer or a media tablet (Microsoft Surface Pro or Asus Taichi) on his or her desk. The text files of each class can be saved. Graphics to assist understanding different configurations of setting up Interact-AS in a classroom can be [viewed here](#). The new 5.1 Interact-AS software upgrade and the new high performance microphone now make it possible for the voices of up to three teachers team-teaching in a single classroom to have their speech captioned for the student's view.

SOCIAL MEDIA



Thanks to our growing number of [Facebook fans](#) for the wonderful support. Please share the [page](#) with your friends and family, and continue to share your comments and questions!

THANKS

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

<http://successforkidswithhearingloss.com>

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