

Supporting Success for Children with Hearing Loss

February 2014

Karen L. Anderson, Director



It has been an exciting month as I've traveled to Florida to get fulfillment of the *Supporting Success* products set up and running. Shipping your orders will be more streamlined and will finally result in you receiving an email when your package is shipped. 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. The [January 2014 Product List](#) is available too.

I've also stretched to teach AuD students a class in Child Aural Habilitation at University of South Florida this semester and preparing/teaching this class hybrid online/onsite class has made me appreciate anew how much there is to learn in our field about how to support children with hearing loss! As we roll into the second, faster half of the school year it is a good time to try new approaches, strategies or materials when working with your students. I have been very pleased with how many of you have ordered the [Self-Concept Combo](#) and how long-time [Building Skills for Success in the Fast-Paced Classroom](#) owners have begun snapping up its companion curriculum, [Steps for Success](#). Thanks to all of you for your dedication to improving the futures of children with hearing loss!

Announcing the first

Supporting Success for Children with Hearing Loss Conference!

I've been very fortunate to have been invited to speak at conferences and school districts across the US and Canada. In many places there were a couple of people who traveled from a long distance to join the conference because there were no continuing education offerings provided in their local areas anymore. With shrinking education budgets it is no wonder that statewide or regional conferences are no longer being funded by state departments of education. And yet, there have been many changes in the landscape of education of children with hearing loss that require all of us to update skills and learn new knowledge.



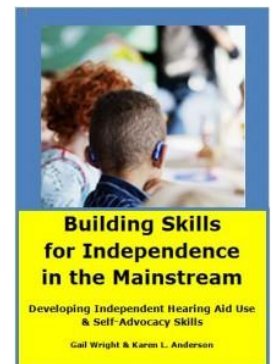
In response to this need, we will be hosting our first [Conference on November 7th, 2014](#) to be held in St. Paul, Minnesota. With very reasonable registration (including all food), a packed agenda of presentations and networking time, a reasonable hotel and being by a major airport, I hope that some of you outside of the immediate area will consider attending. [Download the Conference Information](#) **Start planning to attend!**

Speakers: Jay Pletcher (*attorney*), Karen Anderson (SSCHL Director), Kathy Arnoldi (*Building Skills for Success in the Fast-Paced Classroom co-author*), Lynne Price (*Steps for Success author and co-host of Teacher Tools*), and Gail Wright (*author of Monkey Talk and Hear It, Fix It self-advocacy games and co-author of Building Skills for Independence in the Mainstream*).

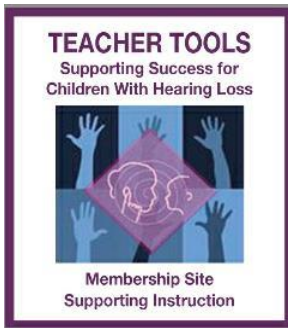
Topics: Legal interpretations to make the case for eligibility, communication repair, building vocabulary, self-advocacy and independence with amplification, improving reading skills, social communication and fitting in, estimating access to verbal instruction, matching student needs to service planning and round table discussions.

In the works...

Another reason why January has been so busy is that Gail Wright (*Monkey Talk, Hear It, Fix It*) and I have been working hard on a new Guide. Most of our students are in their neighborhood schools and many are the only student using a hearing device. Since consistent, optimal hearing is their lifeline to education, it is imperative that they develop the independence needed to monitor and trouble shoot their devices, along with developing age appropriate self-advocacy skills. Soon to go to the printer, this 125+ page Guide is full of materials to share with classroom teachers and students. It also includes materials for DHH specialists to "make the case" for student skill building as a prerequisite to full participation in the classroom. Look for this Guide in March - printed form with about 50 downloadable files or a fully digital format will be available.



Hooray for 200 Teacher Tools Members!



Three more months of great information! You can join anytime throughout the school year and [access all materials](#). New materials is posted by the 10th of each month from September through April. Go to the [Teacher Tools Membership website](#) for more information. This February, Teaching Tools will continue to look at word relationships by discussing the Use of Negation to establish word meaning. Negation will be applied to the Instructional activities of Advocacy and Listening. Advocacy will look at how to find a preferential seat in different locations. Listening will look at discrimination of sounds using negation. Words, words, words will look at 'content' as related to containers and containers on wheels.

Abiding by the word and the intent of the Law

Is your school district abiding by the following OSEP guidance?

IDEA requires full evaluation using "a variety of assessments tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent." (3CFR.300.304 (a)(1)) Because the law requires a variety of assessment tools, a school team cannot unilaterally decide to not honor a parent's request for an evaluation based solely on the child's academic performance as [relevant](#) functional information about the child has not been obtained. If your district primarily considers academics for eligibility and/or does not involve a teacher of the deaf/hard of hearing who obtains information relevant to identifying the needs of a student with hearing loss then the intent of the Law is not being met. Refer to the [IEP Issues and IDEA Law Information](#) webpage for more details (under Eligibility for Specialized Instruction, services and supports).



New Information for Families on Early Intervention



Perhaps like you, I have long gone to the NICHCY National Dissemination Center for Children with Disabilities Website for family-friendly, trusted information. I was shocked and disappointed to see that, after 20 years, this National Dissemination Center was no longer receiving US Department of Education funding as of September 30, 2013. All of the rich information on the website will disappear as of 9/30/14. I cannot help their funding situation but - with sincere appreciation - I can adopt some of the wonderful information and add it to the SSCHL website! In the Parent Resources section under Infants and Toddlers you will now find in

depth information on early intervention:

Early Intervention - What's That?

- [Overview of Early Intervention](#)
- [Key Terms to Know in Early Intervention](#)
- [Parent Participation in Early Intervention](#)
- [Providing Early Intervention Services in Natural Environments](#)
- [Effective Practices in Early Intervention](#)
- [Developmental Milestones](#)
- [Transition to Preschool](#)
- [Writing the IFSP for Your Child](#)



Other New Additions to the SSCHL Website:

Interactive Language Development Progress Checker

This neat interactive internet tool was developed in the United Kingdom. The parent selects that age closest to their child's age (3 months - 11 years) and answers questions about their listening, language and behavior. The end result provides recommendations for next steps, including key issues to share with a physician or speech language pathologist. The Progress Checker has been added to the [Developmental Milestones](#) page and to the [Preparing for Your Child to Start School](#) page under the Parent Resources section. Remember to use the keyword search if you ever have difficulty finding a resource!



Public Service Video on Communication Development in Early Childhood

I was impressed by this 7 minute video by Dr. Lisa Shulman from the Albert Einstein School of Medicine (2012) on communication milestones during the first two years. In this short time meaningful information is shared regarding three areas: Social Engagement, Attention to Language, and Communication Intent. Click here the [video](#). The information really helps us think beyond just vocabulary development! You can find this video on the [Developmental Milestones](#) page.

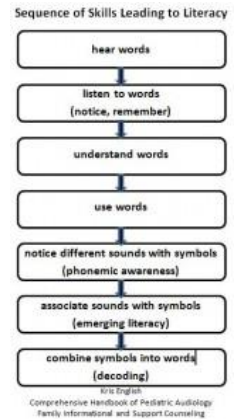


Your Child's Early Development is a Journey

This colorful downloadable brochure was developed by the Center's for Disease Control. It provides a fresh approach in a format that is easy to share with families. You can also find this brochure on the [Developmental Milestones](#) page.

New for School-Age Children

Last month I added the Sequence of Skills Leading to Literacy graph to the Parent Resources page, Developing Your Child's Reading Skills. I expanded on this information a bit in [Getting Ready to Read](#), a new page added for both parents and professionals. It provides language to help describe the hearing/reading link to families. My thanks to Kris English, PhD, from University of Akron for her leadership in this area and developing practical tools!



The Iowa Medial Consonant Test

I took advantage of learning from Jane Madell, Joan Hewitt and Sylvia Rotfleisch on a [HOPE presentation called Red Flags: Barriers to Optimal Auditory Development](#). In that presentation they make the point that doing a quick listening check with the Ling sounds is really not enough to tell us if, and how accurately, a student is perceiving consonant sounds. They use the Iowa Medial Consonant Test to obtain this data. The administration is similar to the Functional Listening Evaluation in that it is recommended to be performed at a distance of 3 feet and 10 feet. A child with appropriately fit hearing devices should score 100% when listening in quiet. I've formatted the **Iowa Medial Consonant Test** into a practical and easy to use format and have included it on the [Speech Perception & Estimating Access to Verbal Instruction](#) page (Professionals->Impact on Listening and Learning). The more we know about the precision of a child's speech perception, the better we can estimate his or her access to communication in the classroom.

Highlights

To follow through on the theme above, developing an estimate of a child's access to verbal instruction requires data gathering. In addition to the Iowa Medial Consonant Test it is strongly suggested that you routinely administer:



The [Wepman Auditory Discrimination Test](#). This same/different task can be administered to children as young as age 4 and results in a score based on age-norms for typically developing children from 4-8 years. The link to accurate speech perception for listening and following directions is obvious as is the reflection on fine auditory discrimination needed for preliteracy skills. This 5 minute test provides practical information for teachers and to consider in planning for needed accommodations or supports in the classroom.



The [Recorded Functional Listening Evaluation Using Sentences](#) comes with fillable and non-fillable versions of the response form and the autocalculating summary form. It is available in a CD form and in a fully digital version for use on SmartPhones, iPads and computers. A purchaser can download it onto three devices.

New Product

I love the Literacy Boosters! I'm happy to add a **fully digital** version of these literacy building materials that accompany [Oliver Gets Hearing Aids and Oliver Gets FM](#). Each can be purchased alone or as a very reasonably priced digital combo. The CD version of the [I'm the Boss of My Hearing Loss Literacy Booster](#) and the [I'm the Boss of My Hearing Loss book](#) can still be purchased (this Booster is not in digital form).



More Webcasts!



With all of the changeover of fulfillment systems we got pokey in getting the newly recorded webcasts through the captioning process and posted. They are now up and ready for purchase!!!

I am also pleased to share that Joseph Smaldino will soon be recording a webcast on classroom acoustics. The soundscape of the classroom is often a harsh and unforgiving educational environment for students with hearing loss. I'm excited that Dr. Smaldino will be sharing information on the impact of classroom acoustics on listening/learning along with assessment and recommendations practices.

Further work has gone into making the webcasts load quickly and work perfectly! Give one a try and view our

GREAT webcast content!

New webcasts this school year:

13-002 [FM Basics and Beyond](#) Presenter: Lisa R. Cannon, AuD

13-003 [Social Communication Issues & Belonging in the Classroom](#) Presenter: Karen L. Anderson, PhD

13-004 *Supporting Children Birth to Three* [Parents and Professionals: A Shared Journey](#) Presenter Kris English, PhD

13-005 ["Minding the Gap:" Counseling Strategies for Tweens and Teens with Hearing Loss](#) Presenter Kris English, PhD

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

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

INTERACT-AS Webinar coming Thursday, March 13th, 2:00 PM EDT

Our January webinar was again a great learning experience with good questions from listeners. The topic of team teaching came up, with two teachers each wearing an FM transmitter that is simultaneously sending to a single student FM receiver. Rob Palmquist, developer of Interact-AS, described a new upgrade to the software that will allow speech-to-text translation under this condition. Cool! Also, a new, much more effective Samsung microphone is now available that has been developed just for speech-to-text captioning. Lightweight, easy to use and less than \$300 makes it worthy of consideration for people who want to explore InteractAS options. Join in on our next webinar in March. Webinars offer a great opportunity to see the program demonstrated and ask the questions that are pertinent to your situation or student. I always learn from these webinars! [Register HERE](#) for the March 13th webinar. Interact-AS will work with your student's FM transmitter. 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.



SOCIAL MEDIA



It has been fun to see your comments and questions! Thanks too to all our [Facebook fans](#) for the wonderful support. Please share the [page](#) with your friends and family, and continue to share your comments and questions!

THANKS

Over 75,000 unique visitors in 2013! We hope that you find SSCHL information and products helpful as you work with children who are deaf or hard of hearing or their families. 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>

Karen@successforkidswithhearingloss.com