

Supporting Success for Children with Hearing Loss March 2014

Karen L. Anderson, Director

I hope that those of you who have ordered products in the last month have noticed that you now pay less for shipping and handling. Thanks for all the orders! 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 Calculator page offers a complete list of products or you can download the [February 2014 Product List](#).

Aids to Searching for Information



It is always so heartwarming to hear from website viewers how much they appreciate having this growing resource available. With over 150 webpages it can be a challenge to find just the information you need. Remember to use the Keyword Search function or use the Site Map on the Menu to aid you in your searches.

Conference – Nov 2014

Thanks to all of you who shared your interest in the first *Supporting Success for Children with Hearing Loss Conference!* The response has been great! For those of you who were wondering, I have begun to look into the possibility of offering AAA continuing education units for audiologists along with ASHA and LSLS CEUs. Shrinking education budgets have resulted in a decrease in statewide or regional conferences for DHH professionals. This comes at an especially challenging time as 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.



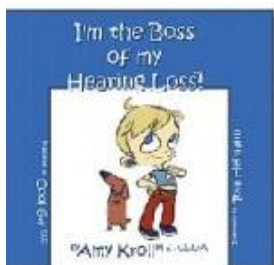
I hope that many of you will begin the planning/budgeting process to be able to attend our first [Conference on November 7th, 2014](#) which will be held in St. Paul, Minnesota. With very reasonable registration (including all food), a packed agenda of presentations and networking time, a reasonable hotel and being by a major airport, [Download the Conference Information](#) to view the speaker and topic line up!

New Product!



I am so excited SSCHL now offers this useful Guide. Those of you who have come to love [Building Skills for Success in the Fast-Paced Classroom](#) and [Steps to Success](#) are really going to love the engaging teaching materials and practical approach of [Building Skills for Independence in the Mainstream](#). Consistent, optimal hearing is most DHH student's lifeline to education and they are often the only one in their grade or their school to use hearing devices. It is imperative that they develop the independence needed to monitor and trouble shoot their devices, along with developing age appropriate self-advocacy skills. Since only the child (if trained) can identify when issues occur, to truly make certain that devices are working, **schools must ensure that children have the skills they need** to be able to accurately self-monitor and report arising issues. 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. I am very excited to offer this Guide in printed form with the 50 downloadable files, or in a fully

digital format of the Guide with including the 50 downloadable files priced for individuals or for a group of 4-8 DHH professionals. The table of contents of the digital format will allow you to quickly land on just the page you want!



Independence Combo:

Building Skills for Independence in the Mainstream + I'm the Boss of My Hearing Loss children's book + Hearing Aid Tic Tac Toe Bingo – all for one reasonable price.



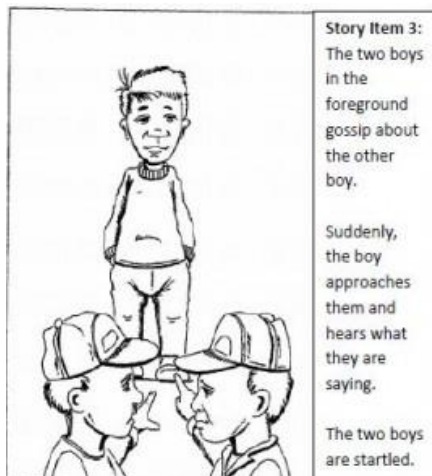
Wow – 210 Teacher Tools Members!

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. This March, Teaching Tools will look at the **Teaching strategy** of Forward Thinking in 'Predict, Plan, and Prepare'. This strategy will be applied to **Social Skills** with a look at 'How to be Successful'. Students will see that good relationships and communication skills can prepare them for success. Under **Advocacy**, the strategy is applied to Emergency Preparedness. Students will understand types of emergencies and how to prepare for them. **Words, words, words** will expand the previous lesson on containers with a look at 'vehicles' which are containers on wheels with engines.



New Information

Theory of Mind – including a TOM Test

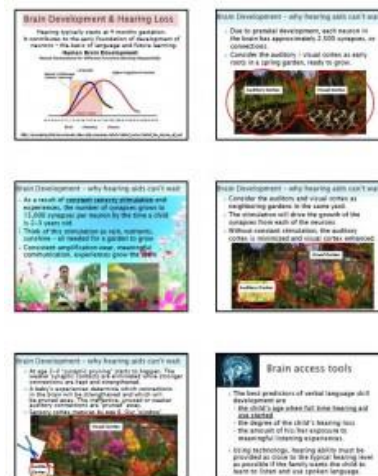


Most students with hearing loss now spend the majority of their school day in the mainstream classroom. Social communication and getting along in the classroom is necessary for full participation and developing the positive feelings associated with school and belonging to a group. Social communication ability is based on expressive language development, [pragmatics](#), and [theory of mind](#). If we focus only on norm-referenced vocabulary and syntax skills, which may be age-appropriate in students with hearing loss, we are likely to miss delays in skill areas that are critical to social interactions. Indeed, research suggests that 12-year-old children with hearing loss have TOM knowledge of 6-year-old children with typical hearing and that 7-year-olds with hearing loss have at least a 4 year delay in [pragmatic language](#). Thus, we need to specifically assess these areas to identify

the possible need for specialized instruction. The Theory of Mind Test provides a means to informally assess these skills for ages 5-12 years.

Brain Development & Hearing Loss

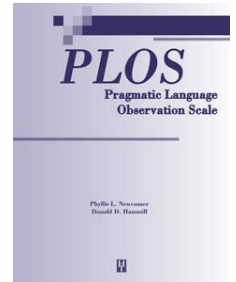
The Beginnings program in North Carolina has been providing excellent support including unbiased introduction to communication choices to families of children with hearing loss for many years. One excellent outcome of this program is their ability to collect data on the communication choices made by families. As of June, 2013, 92% of families wanted their child to listen and speak, whereas only 6% chose simultaneous communication, 2% chose ASL, and 1% chose Cued Speech. It is clear that parent



choices have changed dramatically over time as 40% chose spoken language in 1995, which increased to 85% in 2005. The success of developing age-appropriate speech and language skills is built on the foundation of development within the auditory cortex of the brain. With this in mind, focusing on auditory brain development has never been more important. This [webpage](#) compiles some information on auditory brain development and the impact of hearing loss. It also includes a written handout on brain development and a one-page graphic summary to share with families.

Highlights

[Sorting Out the 4 Types of Hearing Loss](#) a parent [resource](#) for understanding their baby's hearing loss
[Accommodations for Student's with Hearing Loss](#) - [Printable handout of this information](#)
[Pragmatic Language Observation Scale](#)
[Cholesteatoma – What is it? How can it affect learning?](#)



Limited Time Offer – Watch a Webcast for Free!

Further work has gone into making the webcasts load quickly and work perfectly! In order to encourage you to try a webcast, we are making [Social Communication Issues & Belonging in the Classroom](#) available for view for free from **March 14-28th**. When you select this webcast from the [catalog](#), enter the Coupon Code SPGBK014003 to download the link to view this webcast and get the downloadable handouts at NO COST. NOTE: the link is only good for 4 days from the time of purchase so plan accordingly so that the link does not expire before you can view the webcast.



New webcasts this school year:

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

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 **Now ready for view!**

13-005 [“Minding the Gap:” Counseling Strategies for Tweens and Teens with Hearing Loss](#) Presenter Kris English, PhD **Now ready for view!**

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

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

Interested in presenting a webcast? Click [here](#) for more information.



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

New – graphics to assist understanding different configurations of setting up Interact-AS in a classroom! Thanks to the SSCHL Interact-AS sales support consultant, Mike Massine, you can now [see these wonderful images](#).

I'm also very excited to now offer two microphones that can be used with Interact-AS speech-to-text translation software. It is NECESSARY for the teacher to use a high-quality boom microphone

to transmit her speech to the computer or media tablet that will show the captions to the student. *Supporting Success* now has two microphone systems available, the most recent of which is a High Performance Classroom Headset Microphone System that has been specifically designed to produce excellent speech-to-text translation accuracy. Another advantage is that it has a separate microphone headset available at a low price so teachers who are sensitive to sharing microphones can each have their own microphone system. 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. To learn more, 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 also work with your student's FM transmitter as long as the teacher uses the boom microphone within 1-2 inches of her mouth. 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

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 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