

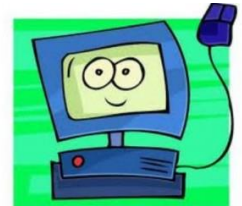
Supporting Success for Children with Hearing Loss May 2014

Karen L. Anderson, Director



It is hard to believe that the end of the school year is already so close! This is the last Monthly Update until August. I hope you all enjoy a great end to the 2013-2014 school year and have a wonderful and refreshing summer.

The last month has been a very busy one here at SSCHL. First, I'm happy to say that there is now IT support with dedicated time to solving any customer issues. Unfortunately extensive IT issues occurred in conjunction with the offering of the free webcast at the end of March that required us to identify another solution for IT support. If you have experienced an issue and have not received a satisfactory answer please contact info@successforkidswithhearingloss.com. We are working through a backlog of issues and it is important to me that your issues get resolved!



I was delighted to attend the annual Early Hearing Detection and Intervention conference and see many new and known faces. In preparation for this conference I finally was able to add another wonderful product for early intervention providers that I will describe below. I worked in EHDI and EI for almost 9 years and it is still a passion for me. I also traveled to Utah and met many enthusiastic and dedicated teachers and parents. Thanks for all that you teach me each time I go and speak! It will be a busy spring and summer as I travel to Nova Scotia, Rhode Island, Toronto, Kentucky, South Carolina, Virginia and North Carolina along with attending my first AG Bell conference. Whew! I look forward to meeting folks from those areas soon.



Supporting Success for Children with Hearing Loss has been providing resources now for 2 1/2 years and the information on the website has grown and grown! This summer I will be doing some organizing on the site so it may look a bit different in the fall and bookmarked pages may not work as well. It is my hope to make the information more readily identified so it is easier to sort and find what you need.



For any end of year purchase 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. You must go through the full checkout process to receive the total purchase amount.

A One-Day Packed Conference! – Nov 7, 2014 Come to Minnesota!



Word is spreading about this information-packed, economy-priced day of continuing education. I'm so glad to share that so far our exhibitors will include Oticon, MedEl, Harris Communications, CME Apps, Cochlear and Comfort Audio. Of course all of the Supporting Success products will also be there for participants to view. There will be lots of door prizes drawn and opportunities to network and talk with vendors. Best of all, you can earn up to 7 hours of continuing education! [Download the Conference Information](#) for details. Now is the time to be sure the conference expense is in your budget for Fall!

New this month on the SSCHL Website!

How much service??? Introducing the **Hearing Itinerant Service Rubric**. Every child's needs must be considered individually to determine the frequency and intensity of services to provide a free and appropriate education. That said, how do you decide if a child receives 30 minutes of DHH teacher time 3 times a week or if it is appropriate to provide monthly consultation? It is all too easy for budgetary



restrictions to determine service provision unless you have a means to systematically consider the relevant factors and make a logic-based decision about the appropriate amount of service. The leadership and DHH staff at the Special Education District of Lake County, just outside of Chicago IL, worked for an extended time to craft a rubric to assist them in determining appropriate levels of DHH service. As you will see, many varying factors are considered within the rubric. Of course individual child issues or circumstances need to be carefully considered as well as the rubric recommendations, but use of this Service Rubric may provide the evidence basis needed for justification of appropriate levels of service to meet student needs - academic, class participation and expanded core curriculum skills. **Find the Hearing Itinerant Service Rubric on the IEP Issues and IDEA Law Information webpage.** Print out a few copies of this 4 page form and bring it with you for your May IEP meetings. Give it a try! Thanks much to the leadership of Lori Degman and the DHH staff at SEDOL for sharing this resource!

Time for SPRING MONITORING!

Secondary S.I.F.T.E.R.
Screening Instrument for Targeting Educational Risk in Secondary Students

Student _____ Grade _____ Date Completed _____
Teacher _____ Class _____ School _____

Does this student usually use amplification? Yes _____ No _____ Type _____

This scale has been designed to screen for educational risk in secondary students with hearing loss. The effects of hearing loss are frequently not obvious. Regular monitoring of performance can assist in determining if a student is successfully accessing verbal instruction in the typical classroom. Based on your observations and familiarity with this student, circle the number that best represents his or her behavior.

| Item | ALWAYS | AVERAGE | BELOW |
|---|--------|---------|-------|
| 1. How does the student's general foundation skills (e.g., reading level) compare with the difficulty of work expected in class? | 5 | 4 | 3 2 1 |
| 2. How does the student's ability to summarize and draw conclusions about information presented in class compare to his or her class peers? | 5 | 4 | 3 2 1 |
| 3. How does the student's demonstration of academic skill growth compare to class peers and/or expectations? | 5 | 4 | 3 2 1 |
| 4. When called upon and asked a question, how often does the student appear to have been attending to teacher instruction or the speaker to understand the basis of the question? | 5 | 4 | 3 2 1 |
| 5. How successful is the student at coping with visual or other distractions due to noise, personal items, or activities unrelated to instruction? | 5 | 4 | 3 2 1 |
| 6. How does the student's attention to detail compare to class peers and/or expectations (e.g., avoiding careless mistakes)? | 5 | 4 | 3 2 1 |
| 7. How well does the student communicate his or her needs to the teacher in comparison to class peers and/or expectations? | 5 | 4 | 3 2 1 |
| 8. How does the student's word usage skills compare to class peers and/or expectations (e.g., written, verbal or signed vocabulary)? | 5 | 4 | 3 2 1 |
| 9. What is your estimate of the student's ability to assimilate teacher instruction (presented verbally or visually) in comparison to class peers and/or expectations? | 5 | 4 | 3 2 1 |
| 10. In comparison to class peers, what is the student's present level of meaningful contribution to classroom discussions? | 5 | 4 | 3 2 1 |
| 11. To what level does the student demonstrate recognition that participation is an integral part of the learning process? | 5 | 4 | 3 2 1 |
| 12. During cooperative group activities, how often does the student interact with others to achieve the goals of the group? | 5 | 4 | 3 2 1 |
| 13. How often does the student demonstrate respectful behavior toward others in class (peers and teacher)? | 5 | 4 | 3 2 1 |
| 14. How often does the student follow classroom rules compared to class peers and/or expectations? | 5 | 4 | 3 2 1 |
| 15. To what level does the student appear to be accepted by his or her peers? | 5 | 4 | 3 2 1 |

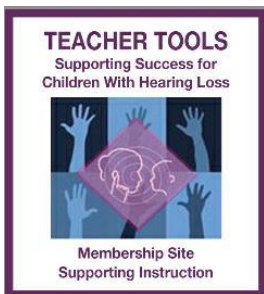
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Refer to www.kandersonconsulting.com for Instruction Manual

During my work in the schools, one of the most valuable activities I performed was SIFTER monitoring in Fall and Spring. October and May SIFTERs (sometimes January too) screen the performance of students with hearing loss in the areas of Academics, Attention, Communication, Class Participation, and School Behavior in comparison to their class peers. The Screening Instruments for Targeting Educational Risk (SIFTERs) have been available for many years and the **fillable and emailable, updated design version of these 3 checklists are now being offered at a reduced price.** This is the only way these copyrighted materials can be shared in a fillable and emailable format.

The **SIFTER Suite** consists of the Preschool SIFTER, Elementary (original) SIFTER, Secondary SIFTER and also includes the Children's Auditory Performance Scale (CHAPS) and an already created Excel tracking sheet set up for you to monitor your students from season-to-season throughout their school years. The **SIFTER Suite for Individuals** is for use with persons working with children on the individual's caseload only. It is now \$32. The **SIFTER Suite for Districts** can be used by any person in the school district who is working to support children who are deaf or hard of hearing. It is now \$98. Find the SIFTERs

at <http://successforkidswithhearingloss.com/catalog/sifters>

Wow - 240 Teacher Tools Members! Thanks for a GREAT First Year!



Lynne Price and I co-host Teacher Tools and we have been thrilled by the interest in this e-magazine membership program. May is the last month to receive this great information. If you aren't a member you can still purchase a Teacher Tools membership and be able to access all of the materials posted from September through May. This information will be 'live' until June 30th. Go to the [Teacher Tools Membership website](http://www.successforkidswithhearingloss.com) for more information.

In May we look back with a review of all of the instructional materials and strategies, news and spaghetti discussions. We will also look forward with a sample of a new format for Words, Words, Words. We will close out the Spaghetti analysis of comorbid eligibility issues with a section and a handy handout on DHH vs ADD/ADHD. Most importantly, there is a survey so that members can give input into future entries. Folks who complete the survey will receive a coupon code to order Teacher Tools for 2014-2015 at a reduced price. **SEE YOU NEXT YEAR!** All materials September-May still only \$32.

FOCUS ON EARLY INTERVENTION!

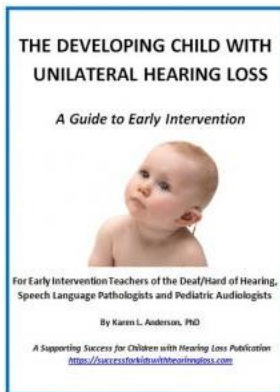
The future success of our children with hearing loss starts in early infancy. Early intervention provides vital support and information to parents as they embark on their journey with their newly diagnosed child with hearing loss. In some areas of the country the early intervention providers have limited exposure, experience and knowledge about how to support these families. In other places, highly experienced early interventionists specializing in working with the families of children who are deaf or hard of hearing. Both

appreciate concise and empowering materials for parents. I am excited to be offering the following materials by Jill Bader, long time early interventionist. The Top Ten materials have a long track record of success with families and have been updated to include DVD training materials.

NEW! Top Ten Combo consists of materials that feature 10 easy to remember strategies for parents to implement with their young children. Designed to be the focus of intervention for 3 – 6 – 9 months, the Combo includes: Top Ten Professional Manual, Top Ten Parent Manual, Top Ten Parent Manual in a digital format (so you can provide a handout to hang on the refrigerator), The 70-minute Top Ten Training DVD, a digital PowerPoint presentation describing each of the Top Ten Strategies and, as a bonus, the Good Grief DVD that immerses families in a parent support group experience. Each simple strategy has a profound way of empowering parents to facilitate strong verbal language development. A must for every early intervention provider! For more information go to <http://successforkidswithhearingloss.com/top-ten-strategies> Also available as the **Top Ten Set** with the printed Professional and Parent Manuals for those who want just a taste of the Top Ten. Next year: The Second Ten for ages 3-5!

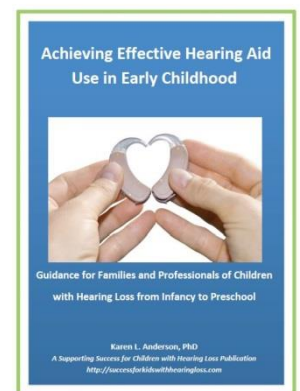


The Developing Child with Unilateral Hearing Loss was created in response to the many early interventionists who asked "What do we do with all of these kids with unilateral hearing loss?." We have found that 20-25% of all children identified through newborn hearing screening are diagnosed with a significant hearing loss in only one ear and research has shown that children with unilateral hearing loss are at 10 times the risk for school failure/specialized services as compared to children with two hearing ears. **The Developing Child with Unilateral Hearing Loss** steps the early interventionist through home visits designed to inform families of why a hearing loss in one ear is important and what their role is in trying to prevent educational delays. The version for early intervention providers has a 60 page guide, a pdf of a 100-slide PowerPoint presentation that coordinates with 15 Discussion Handouts. There are also 10 Additional Resources handouts. This step-by-step guide is a useful resource for supporting families of infants and toddlers with unilateral hearing loss. It is available in a print version or a digital version for individuals or groups (4-8 EI professionals). There is also a digital version for audiologists! For more information go to <http://successforkidswithhearingloss.com/unilateral-loss-publication>.



It is also recommended that early intervention providers purchase [economically-priced earplugs](#), for easy simulation of unilateral or bilateral mild hearing loss. Hearing loss is invisible - experience makes it real and believable!

Achieving Effective Hearing Aid Use in Early Childhood is written for early intervention providers or audiologists to share with parents of young children with hearing loss. Attaining full-time hearing aid use can be so challenging to achieve as is evidenced by the [research](#) finding that only 10% of children with hearing loss use their hearing aids all waking hours. This guide was designed to step families through different developmental stages, considering hearing aid use, daily monitoring, Ling daily checks and culminating in goals for preschool transition. The guide is 88 pages in full color with many engaging photos. It includes 24 downloadable files. For more information go to <http://successforkidswithhearingloss.com/achieving-effective-hearing-aid-use-in-early-childhood>



Early Language Development for Children with Hearing Loss: Questions to Ask the Family Last month I included a resource that I had developed for the university students I was teaching in my Child Aural Habilitation class. I spent most of a day crunching research data into some very basic, evidence-based questions that early interventionists or audiologists can ask families of infants and toddlers to quickly determine if obvious delays are present. Not a replacement for actual speech and language measures, this one-page handout is easy and clear to use, providing a good place to start your discussions with families about the expressive abilities of their child. This

one-page handout has been included for Professionals on the [Early Intervention for Children with Hearing Loss webpage](#).

Something new with INTERACT-AS - Plan your Fall Trials Now!

Many trial periods are now underway for students using speech-to-text captioning via a computer or media tablet on their desk. I have so enjoyed working with Mike Massine, the Interact-AS Implementation Support person and learning from his expertise as he supports teachers and students in launching good trials with Interact-AS. Feel free to email Mike at interactassupport@successforkidswithhearingloss.com with your own questions or quote requests.

One of the 'lessons learned' from supporting Interact-AS trial periods is that using an FM transmitter/microphone adds challenge to getting an effective trial period going. FM microphones are not designed to meet speech-to-text accuracy optimization. Also, it is often a challenge for a district to identify a second FM receiver just for the computer. Finally, there can be issues in interfacing the FM receiver with the computer that further affect captioning accuracy.



Introducing the \$99 Interact-AS Software + High Performance Microphone Trial Program

Working with Auditory Sciences, the developer of Interact-AS, we've developed a Trial Program that will provide the easiest, surest start to getting up and running with speech-to-text captioning for a student who is a good candidate to use this accommodation. In a nutshell, for \$99 you receive a 30-day trial of the Interact-AS software, a 45-day use of a fabulous high performance microphone and a 30-minute consultation to help the set-up go as smoothly as possible. A person with a clear speaking voice who pauses regularly can attain a captioning accuracy of over 95% using this microphone!

How it works in a nutshell: a) school decides to try Interact-AS as a student accommodation, b) school identifies a computer or media tablet that meets specifications, c) the \$99 Trial Program is ordered, d) the installation and consultation should occur to set up the system within about a week of receiving the high performance microphone, e) at the end of the 30-day trial period the school team makes a decision, f) if the school district chooses to continue with Interact-AS they would purchase the microphone for an additional \$300 and Interact-AS Professional Edition of the software for \$764.95. If they choose not to go ahead, the only charge will be \$99 as long as the high performance classroom microphone is returned within 45 days of receipt. Even mailing to return the microphone is at no cost! Interact-AS is not for every student, but it can be a perfect accommodation for some students. Read through the various webpages on the SSCHL site to learn more about Interact-AS or [click here](#) to learn more about the \$99 Trial Program.



Supporting Success Webcasts



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

More webcasts to come in the fall!

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

In the first 4 months of 2014 over 27,000 people came to the SSCHL website and viewed over 126,000 pages of information. Amazing! 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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