

WHAT'S INSIDE:

From the Director	1
Audiology	2
Early Intervention	4
Teachers' DEN	5
Educational Interpreting	6
Family/Community	7
Events	8
Center Contacts	10

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CONNECTIONS

A publication of the Center for Deaf and Hard of Hearing Education

From the Director

Christine Moody



The Center for Deaf and Hard of Hearing Education works with a huge variety of stakeholders each and every day. This is done not only through the direct services we provide in audiology, early intervention and assessment, but also due to our legislated duties to monitor and track the identification, early intervention, education, and transitions of deaf and hard of hearing children in the state of Indiana.

Additionally, we are legislated to provide classroom observations and consultations in a collaborative manner to help build capacity. We are legislated to act as a liaison with all state agencies that serve deaf and hard of hearing children as we work toward system improvement. It's a big job, and we embrace it because optimal language skills and academic abilities for student self-efficacy and success are what we are about!

Because we have such a large variety of stakeholders, it is important that we have regular dialogue, opportunities for feedback, and input for our strategic planning. By building relationships, we broaden our perspectives and better serve our children/students/families. To this end, in late January we held our first Center Advisory Committee meeting. We invited about 35 clinical professionals, early intervention professionals, educational professionals, representatives of state agencies, Deaf community members, parent organizations, related organizations, parents and young adults to gather for the first time since the Center was opened in July of 2013.

It was exciting to share the scope and programs of the Center along with information about how far we have come in three and a half years from a newly formed legislated entity to a vital and thriving organization that is already near capacity in all its services. It is our hope that coming meetings will allow for more interactive dialogue and resulting systems improvement as we forge stronger relationships. We could not do what we do without the collaboration of all our stakeholders. Our next quarterly meeting is in April. Please contact me if you are a parent of a deaf or hard of hearing child or Deaf/deaf/hard of hearing adult and you are interested in participating as a regular member of our Advisory Committee.





SOUND ADVICE

Audiology

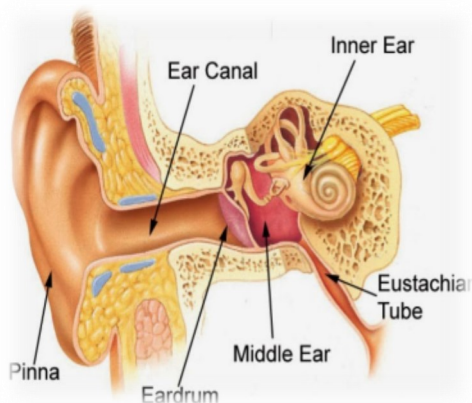
Understanding and Preventing Ear Infections

By Michelle Wagner-Escobar, Audiology Coordinator

Although the weather has been relatively mild this winter, we continue to see a large number of children experiencing middle ear infections and other middle ear issues. When a child is experiencing a middle ear infection or middle ear fluid, the interpretation of ear and hearing test results is often more complicated and may delay the initial identification of a permanent hearing loss. For children identified with hearing loss, middle ear issues may cause poorer hearing and temporarily reduce the child’s auditory access to speech and other environmental sounds, even when using hearing aids and assistive listening devices.

What are ear infections?

Ear infections, also called *otitis media*, occur when fluid builds up in the middle ear space behind the ear drum and bacteria causes the middle ear to swell and become inflamed. The most common type of ear infection, *acute otitis media*, occurs when parts of the middle ear become infected, typically causing fever and ear pain. *Otitis media with effusion* may occur once an infection has resolved and the fluid remains in the middle ear space. In this case, the child may not show any symptoms, but fluid may be identified by examination of the ears and hearing evaluation.



Why are ear infections so common in infants and children?

Children experience ear infections more often than adults and research suggests that three out of four children will have at least one ear infection before they turn three. In fact, ear infections are the most common reason parents take their children to their doctor for treatment. There are several reasons ear infections are more common in infants and young children, including the following:

Eustachian tubes, the small tubes connecting the upper throat to the middle ears, function to supply fresh air and maintain normal air pressure levels between the nose and ears and to drain fluid from the middle ears. In infants and young children, the Eustachian tubes are smaller and more horizontal and the muscles controlling how well they open and close may not work as well. As a result, when Eustachian tubes become swollen or blocked by mucous due to a cold or other upper respiratory conditions, fluid will be less likely to drain and may remain in the middle ear behind the ear drum. The immature immune systems of young children are less effective than those of adults in fighting infection.

(continued on p. 3)



SOUND ADVICE

Audiology

Understanding and Preventing Ear Infections (cont. from page 2)

How will I know my child has an ear infection?

Although ear infections may be painful, many infections occur before children can talk.

Common symptoms include the following:

- Tugging or pulling at the ear(s)
- Difficulty sleeping
- Unusual fussiness and crying
- Fever, especially in younger children
- Trouble hearing or responding to soft sounds; may stop turning to name or following simple directions
- Clumsiness, problems with balance

Why should I be concerned about ear infections?

- For children with permanent hearing loss, ear infections can cause temporary, increased hearing loss may reduce auditory access to speech and environmental sounds both with and without hearing aids and other assistive listening technology
- Children with typical hearing may experience periods of decreased or “muffled” hearing that may interfere with the normal development of speech and language
- Recurrent ear infections can cause serious medical/hearing problems
- Although ear infections often clear on their own, some do not and require medical intervention.
- Some children experience recurrent ear infections that may cause fluctuating hearing levels that can impact the development of speech, language and academic learning

Prevention is the Best Medicine

The best way to prevent ear infections is to reduce the risk factors that may cause them. The following tips may help lower your child’s risk of getting ear infections.

- Avoid exposing your child to cigarette smoke. Research indicates that infants and children who are posed to smokers have more ear infections.
- Never lay your baby down for a nap, or at night, with a bottle
- Vaccinate your child against the flu every year and with the 13-valent pneumococcal conjugate vaccine (PCV13) as recommended by your pediatrician (this vaccine is highly recommended for children in day-care)
- Wash your hands frequently to prevent the spread of germs which can keep your child from catching a cold or the flu
- Avoid allowing sick children to play together whenever possible

Reference: *NIDCD Fact Sheet: Ear Infections in Children*, The National Institute on Deafness and other Communication Disorders

Illustration: Osborne Head and Neck Institute



BRAIN BUILDERS' CORNER

Early Intervention

Early Childhood Assessment

Bethany Colson, Deputy Director



As the Deputy Director of the Center, my role often includes projects that span across our programs. I enjoy the opportunity to work with staff from all of our Center programs. One specific project- our Early Childhood Assessment project- allows me to use my knowledge and previous work as a Speech-Language Pathologist and Research Associate to manage and grow this initiative.

Our Early Childhood Assessment project is a way to help families understand their child's current language and general developmental levels- and to see these change over time. This is helpful to families in understanding their child's strengths and current needs- to better plan for intervention and specific goals related to language and general development.

We currently reach families to be included in this project through our early intervention and assessment team members. The age range for this Early Childhood Assessment project is from 12 to 45 months of age. Families are asked to complete a demographic form and two developmental assessments. We are happy to help the families go through these materials and ensure they understand all questions associated with the assessments. We also go through the results with families when they are available so they can use this information in making decisions for their children.

This is also an opportunity for our state to gather data on how children who are deaf and hard of hearing are developing and what services they are receiving; with this data, we may be able to evaluate the link between intervention and language development. Our Early Childhood Assessment project was initiated in collaboration with a national research study: National Early Childhood Assessment Project (NECAP) out of the University of Colorado, Boulder with funding from the CDC. With this connection, our state's information can also be included in a national database of children who are deaf and hard of hearing, allowing for greater impact in the success of these children nationwide!

If you would like for your child to be included in our project, please contact me: bcolson@isdh.in.gov or 317.232.0998. Providers who are interested in facilitating assessments with families are also welcome to reach out; we encourage collaboration within this project.

As I began writing this article, I reflected on our Center's Guiding Principles. These principles include focus on collaboration, objective information, and monitoring and tracking. This project reflects these values in many ways, allowing us to make strides toward our Center's vision: *Deaf and Hard of Hearing Children will have the resources and support to reach their full potential.*



TEACHERS' DEN

Teachers' Deaf Education Network

Test Accommodations for Deaf and Hard of Hearing Students

Sarah Kiefer, Deaf Education Coordinator

Who loves testing? The Deaf Education team at the Center for Deaf and Hard of Hearing Education loves testing – well, to be clear, we think that ongoing assessment and progress monitoring is important to ensure children are making progress and any gaps are being narrowed. The Deaf Education team firmly believes that assessments should only be given IF the child has full access and is given appropriate accommodations.

The most common accommodations for testing are extended time, small group, access to sound amplification systems, read aloud (can be a human reader), and interpreter to sign directions. In Indiana, there are portions of our statewide testing that cannot be read aloud or interpreted because those portions are targeting reading comprehension.

Students should receive the same accommodations for standardized testing as they do on regular classroom assessments and vice versa. These accommodations should be clearly listed in the student's Individualized Education Plan (IEP). The Indiana Department of Education has issued guidance regarding accommodations for various statewide assessments.

ISTEP+ <http://www.doe.in.gov/sites/default/files/assessment/appendix-c-accessibility-and-accommodations-guidance-2016-17-final.pdf>

NWEA <https://www.nwea.org/content/uploads/2015/11/NWEA-Accessibility-and-Accommodations-External-FAQ-JUN16.pdf>

College Board Exams (SAT, PSAT/NMSQT, PSAT 10, and Advanced Placement® Exams) <https://www.collegeboard.org/students-with-disabilities>

Recently, College Board has simplified their request for accommodation process. <https://www.collegeboard.org/releases/2016/college-board-simplifies-request-process-for-test-cocommodations>

It is becoming more common for students to take assessments on a computer, tablet, or other device. Students who are deaf or hard of hearing are expected to listen to computer-generated prompts and respond appropriately. This can be a difficult task for our students. Depending on the student and the test, there may be various accommodations needed for the child to equally access the assessment. If students utilize an FM/DM system, they may benefit from plugging that device into the headphone jack on the computer. We must recognize that the mechanical signal may be distorted for some students. We also need to recognize that some students may heavily rely on speechreading and auditory input simultaneously. If a video of a human's face speaking is not available, another accommodation would need to be made. In this case, a likely recommendation would be to have a human reader to read the prompts aloud while using the student's FM/DM system. Communication in this manner would be similar to what the student would receive on a regular basis in the classroom. For more tips on how to connect a hearing device to computers and tablets visit <http://successforkidswithhearingloss.com/connecting-hearing-devices>.

For students who use visual communication, having an interpreter listen to the prompts and sign to the student may be an appropriate accommodation. Educators need to keep in mind how a student would access any verbal communication in their daily educational environments. Do they have an interpreter? Hearing assistive technology? Do they speechread while listening or while watching someone sign? Is a student able to distinguish between slight differences auditorily in words like "tap" and "nap?" If not, an accommodation needs to be made.

Determining accommodations is not straightforward. The Americans with Disabilities Act (ADA) requires that students with disabilities have equal access to communication in school as their same-aged peers. The US Department of Education released guidance regarding the Civil Rights of Students with Disabilities. <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf> A good tool to determine accommodations in reading is the PAR (Protocol for Accommodations in Reading <http://donjohnston.com/par>).



What Every Parent Needs to Know about Educational Interpreters

Lena VanManen, Interpreter Coordinator

At the annual IEP Case Conference

Once an interpreter is deemed necessary for effective communication, parents should determine whether the interpreter is certified and/or qualified. Parents should ask about the educational interpreter at every IEP meeting - especially if it is a different interpreter. Newly hired educational interpreters in the state of Indiana are required to have an EIPA rating of 3.5 or higher. If the educational interpreter was hired before the EIPA requirement was implemented, ask for an evaluation of the educational interpreter to be performed by someone who has the expertise to do so. Most educational interpreters are hired by school administrators who have no knowledge of any form of signed language.

What is the EIPA?

The Educational Interpreter's Performance Assessment (EIPA) is a nationally recognized assessment that evaluates and rates an interpreter's skill level. As stated earlier, the state of Indiana requires all newly hired educational interpreters to have a 3.5 rating on the EIPA. There are many workshops and trainings available to help educational interpreters improve their skills and interpreters interested in higher learning may pursue a Bachelor of Arts in Educational Interpreting.

What are the roles and responsibilities of an Educational Interpreter?

The interpreter's role is to ensure that the student can fully and effectively access all information that is within hearing distance. Interpreters should convey both what hearing people say and what the DHH student signs. This interpretation must include announcements, side conversations between other students and teacher/student conversations, if it is within range of the DHH student. This is called incidental learning and is a vital piece of a student's education. Educational interpreters may also interpret for extra-curricular activities, such as sports, plays, clubs, etc.

As the state legislated resource, the Center for Deaf and Hard of Hearing Education provides the following services for educational interpreters and school districts at no cost:

- Educational Interpreter consultation and evaluation
- Mentoring services, study guides and videos for the EIPA
- Inservices/trainings for educational interpreters, school staff or parents

For more information, please contact Lena Van Manen, Educational Interpreter Coordinator:

lvmanen@isdh.in.gov 317-232-0896

Resources:

The Everyday Guide to Special Education Law: A handbook for Parents, Teachers and Other Professionals written by Randy Chapman, Esq.

www.classroominterpreting.org click on the parent tab in the left hand column

Educational Interpreter Code of Ethics - http://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf

A Guide for Parents - <http://nrpdhh.site.esu9.org/files/2015/12/Feb18ParentsGuide.pdf>



FAMILY & COMMUNITY CONNECTIONS

Preparing for your IEP Case Conference

Sandi Lerman, Family and Community Education Liaison

One of the most frequent topics that parents request assistance with from the Family and Community Education Liaison is how to prepare for their child's IEP Case Conference. We recently provided a workshop in Spanish on this topic in collaboration with **IN*SOURCE** and **Indiana Hands & Voices Guide By Your Side**, as well as a state-wide chat group in English for families through our **First Friday FOCUS** support group: **Families Online for Community, Understanding, and Support**. Keep an eye out for additional trainings! We always post the most up-to-date parent education information on our Facebook page at www.facebook.com/cdhhe

Here are some of the highlights that we covered in these family education sessions:

Be Organized

Keep copies of all your child's school and medical/audiological records in file as well as any communication you have had with teachers and school officials. Create a binder with tabs to organize all this information so that you can access it during the meeting.

Communicate Early and Often

Keep in touch with your child's TOR/TOD (Teacher of Record/Teacher of the Deaf) and others who are involved in planning for the Case Conference throughout the year. Good communication will help resolve any issues and ensure that your child stays on track.

Know Your Rights and Responsibilities

It's important for families to be aware of federal and state laws that affect the IEP (Individual Education Plan) process. There are certain timelines that must be followed and required components of the IEP that must be included. The more you know about special education laws in Indiana, the better you will be able to support your child's needs and work with your school district to ensure a free and appropriate public education.

Get Support

If you have questions about the IEP process or need other resources for your family, please email, call, or make an appointment with Sandi Lerman, Family and Community Education Liaison, at slerman@isdh.in.gov or 317-232-2826.

Some helpful resources:

Special Education Law and Advocacy

IN*SOURCE: Navigating the Course

<http://www.doe.in.gov/sites/default/files/specialed/navigatingthecourse.pdf>

Wright's Law

<http://www.wrightslaw.com/>

Special Considerations for Deaf and Hard of Hearing Children

Hands & Voices

<http://www.handsandvoices.org/resources/docs.htm>

Success for Kids with Hearing Loss

<http://successforkidswithhearingloss.com/resources-for-professionals/iep-issues/>

Gallaudet Clerc Center

<https://www.gallaudet.edu/clerc-center/info-to-go/legislation/laws-impacting-students.html>

Family Events and Activities



Center for Deaf and Hard of Hearing Education

First Friday
FOCUS
Group

FAMILIES ONLINE FOR COMMUNITY, UNDERSTANDING, AND SUPPORT

Every First Friday
from 11:00 a.m. to 1:00 p.m. EST
Find the Link on Facebook:
[Facebook.com/CDHHE](https://www.facebook.com/CDHHE)

You are invited to the
2017
EHDI Family Conference
hosted by **Indiana Hands & Voices**

"Empowering Families"

Conner Prairie Noblesville, IN
March 25, 2017
Cost: **FREE**
Lunch and snacks included!

For Parents:

- > Meet other families
- > Get empowered with information
- > Meet and talk to a variety of support organizations
- > Enjoy exhibits and vendors

For Kids:

- > Meet other kids who are deaf or hard of hearing
- > All Siblings are welcome to join the fun
- > Infant and toddler care activities
- > Conner Prairie crafts, games and activities
- > Movies in the Conner Prairie Theater

Register at inhandsandvoices.org



Parent & Child PLAYGROUP!



Center for Deaf and Hard of Hearing Education

PLAY

CONNECT

LEARN

Monthly Topics Include:

- * Outdoor Play *
- * Communication Opportunities and Strategies *
- * Importance of Play *
- * Transition to School Age *
- * Toys: Back to the Basics *
- * Self-Care for Parents *
- * Potty Training *
- * All about Reading to Littles *
- * Indiana and National Resources *
- * Parent & Child Temperament *
- * Male Role Models *
- * What Comes Before Words? *
- * Routines: Why Routines are Important *
- * Audiology: People & Vocabulary *

Come together to meet with other families who are raising a deaf or hard of hearing infant or toddler, ask questions, and, of course, have fun! All family members and friends involved in your child's life are welcome.

1st Saturday of each Month
(Some exceptions for State Holidays)
Ages: Birth to 5 years old
From 10:00 am to 11:30 am

Raney South, Room 126
1200 E. 42nd Street, Indianapolis, IN 46205

Kjari Newell: knewell@isdh.in.gov 317-232-0690

*Please RSVP Monthly.
If no RSVPs are received by Wednesday before, Playgroup will not meet.



Be Inspired

The Center for Deaf and Hard of Hearing Education

invites parents, guardians, and friends of
deaf and hard of hearing children to a *reception after the concert featuring

EVELYN GLENNIE

WITH THE BUTLER WIND ENSEMBLE



Saturday, April 8, 2017

Concert at 7:30 - Reception following

**Must purchase a concert ticket and also RSVP to attend the reception for deaf and hard of hearing audience members and their family & friends. Orchestra seating is recommended. Reserved seats will be available as needed for viewing and listening accessibility.*

1. Purchase concert tickets at this link:

<https://butlerartscenter.org/event/evelyn-glennie-butler-wind-ensemble>

2. RSVP for the reception to Sandi Lerman:

SLerman@isdh.in.gov 317-232-2826

RSVP by April 1, 2017 to receive your free ticket to the after-concert reception.

Evelyn Glennie is the first person in history to successfully create and sustain a full-time career as a solo percussionist. From her leading role in the 2012 Olympic Games Opening Ceremony to her more than 80 international awards, Evelyn, who has been profoundly deaf since age 12, continues to inspire and motivate people from all walks of life.

To this day, Evelyn continues to invest in realizing her vision—to teach the world to listen. “Losing my hearing meant learning how to listen differently, to discover features of sound I hadn’t realized existed. Losing my hearing made me a better listener.”

This reception is part of our BE INSPIRED series, providing inspiration for the future for parents of deaf and hard of hearing children by featuring adults in their careers/passions.

ASL/English Interpreting will be provided for the concert and reception.

Concert Location:

Schrott Center for the Arts

Butler University

**4602 Sunset Avenue,
Indianapolis, IN 46208**



Center for Deaf and Hard of Hearing Education Staff

Christine Moody , Executive Director	cmoody@isdh.in.gov	317-232-5950/ 317-542-3593 (VP)
Bethany Colson , Deputy Director	bcolson@isdh.in.gov	317-232-0998
<u>Administrative Assistants:</u>		
Linda Evans , Early Intervention	levans@isdh.in.gov	317-232-0882
Jane Mcwhirter , Assessment, Audiology, Deaf Ed.	jmcwhirter1@isdh.in.gov	317-232-7349
Maricela Porras , CDHHE Administrative Assistant	mporras@isdh.in.gov	317-232-5808
<u>Audiology:</u>		
Michelle Wagner-Escobar , Audiology Coordinator	mwagnerescobar@isdh.in.gov	317-232-7438
Dana Ramsey , Audiologist	dramsey2@isdh.in.gov	317-232-7437
<u>Deaf Education and Assessment:</u>		
Sarah Kiefer , Deaf Education Coordinator	skiefter@isdh.in.gov	317-232-0971
Lorinda Bartlett , School Psychologist/Assessment Lead	lobartlett@isdh.in.gov	317-232-0900
Katie Taylor , Educational Consultant/Teacher of Record	ktaylor4@isdh.in.gov	317-232-7308
Jackie Katter , Speech Language Pathologist	jkatter@isdh.in.gov	317-232-2864
Susan Sehgal , Speech Language Pathologist	ssehgal@isdh.in.gov	317-232-2864
Mary Zuercher , Education Consultant—NE Region	mzuercher@isdh.in.gov	260-439-8375
Pam Burchett , Assessment Social Worker and Intake	pburchett@isdh.in.gov	317-232-6572/ 317-520-3301 (VP)
<u>Early Intervention:</u>		
Cindy Lawrence , EI Coordinator/Transition Coordinator	clawrence@isdh.in.gov	317-232-0899
Michelle Coleman , CDHHE EI Network Lead	mcoleman2@isdh.in.gov	317-232-0881
Kjari Newell , EI Consultant	knewell@isdh.in.gov	317-232-0960
Meg Warnock , EI Consultant/Deaf Mentor Coordinator	mwarnock@isdh.in.gov	317-550-1978 (VP)
<u>Family and Community Education Liaison:</u>		
Sandra Lerman	slerman@isdh.in.gov	317-232-2826
<u>ITC/Educational Interpreter Coordinator/ASL Interpreter:</u>		
Lena VanManen	lvmanen@isdh.in.gov	317-232-0896/ 317-495-9293 (VP)
<u>Project Manager/Data Systems:</u>		
William Schwall	wswchwall@isdh.in.gov	317-493-0515 (VP)