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# CONNECTIONS

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

***The Center for Deaf and Hard of Hearing Education Mission:***

***To promote positive outcomes for all deaf and hard of hearing children in Indiana through information, services and education.***

## From the Director

Bethany Colson

***Resolution: a firm decision to do or not to do something (Oxford Collocations Dictionary)***

Happy 2019! Welcome to a new year, a time of resolutions — some that fall by the wayside quickly, others that linger but do not take root, and some that become part of our routine, lifestyle and vision. Resolutions are challenging to maintain, especially when they are distinctly different from our current situation. The far-reaching goals that can move us a great deal often do not succeed without clear planning and effort.

Our Center is in the process of making resolutions through our strategic planning process. We have gathered information on our services and programming, from our Advisory Committee, staff and you, our stakeholders. We received a large response from the online stakeholder survey and want to share our gratitude for the time taken to provide this feedback. Stakeholder survey responses were overwhelmingly positive, giving us confidence that what we are doing is making an impact on deaf and hard of hearing children in our state.

In addition to requesting feedback on our programming, we have sought ideas about how to move our Center forward, looking to the next four years and how we can accomplish our mission more succinctly and with greater achievement. I am proud to lead our staff in this process of envisioning our future while maintaining the success we have found thus far.

We continue to review programs, focusing on the attributes that have led to success for deaf and hard of hearing children. In addition, we are considering how to implement additional programming to best provide resources, information and services statewide.

We are excited about setting our resolutions and wish you the best as you determine your own resolutions and see them through all year.



## Center for Deaf and Hard of Hearing Education

# Staff Spotlight

Sarah Leathers, Educational Consultant



The Center is pleased to welcome **Sarah Leathers** as our newest educational consultant!

Sarah will provide educational consultation and technical assistance to schools, parents and students statewide. Additionally, she will serve as the teacher for the deaf and hard of hearing for school districts that have contractual service agreements with the Center.

Sarah received her bachelor of science degree in special education and deaf education from Illinois State University. She has 14 years of experience as a teacher for the deaf and hard of hearing. Her broad experience encompasses teaching, interpreting, guiding families, and making community connections, showing her commitment to children who are deaf and hard of hearing and the families. She will be a valuable asset to the Center's mission of *promoting positive outcomes for all deaf and hard of hearing children through information, services and education.*



# SOUND ADVICE

## Audiology

### HEARING ASSISTIVE TECHNOLOGY (HAT): THE METHOD TO THE MADNESS

#### Why do we use HAT?

Children are less mature and less skillful listeners in background noise as compared to adults and cannot rely on the life and language experience that adults have. They require a quieter environment and greater speech signal clarity in order to hear, listen, and comprehend what is said in a classroom. How do we help children who are deaf and hard of hearing (DHH) hear in a noisy classroom setting? Enter Hearing Assistive Technology (HAT). HAT is intended to help minimize the adverse effects of listening in background noise and from a distance to improve the listener’s ability to understand speech. HAT can be used with almost any personal hearing devices, including hearing aids, cochlear implants and bone-anchored hearing aids; however, some specific models may not be compatible with certain devices. There are many different types of HAT and a seemingly endless list of different pieces of equipment that your child may be using at school. This is often difficult to digest and can be overwhelming, but understanding fundamental HAT components will help give parents/caregivers a clearer picture of their child’s needs and help them to best advocate for their children in the classroom.

#### Let’s break it down.

The following are descriptions of some of the most common types of HAT that children may use in the classroom:

**Transmitter:** The microphone worn by school staff to transmit their voices directly to the child’s personal hearing devices (i.e. hearing aids). It is important that school staff wearing a transmitter receive appropriate training on its use. The transmitter can also be used to help your child connect to external audio sources in the classroom (e.g., computer) in lieu of wearing headphones over their devices.



**Receiver:** Piece that attaches to your child’s personal hearing devices and receives the signal (i.e. teacher’s voice) from the transmitter. Receivers may be dedicated for specific devices and connect only to specific hearing aids or implants, or they may be universal and may be used with many different devices via an audioshoe or adapter.



**Audio Input Shoe/Adapter:** Used to help connect the receiver to a hearing aid (HA). The type of audioshoe required will depend on the type and manufacturer of HA technology and receiver your child is wearing. A special adapter is also commonly used to help connect receivers to CI processors. Your child’s managing audiologist and Teacher of the Deaf (TOD) can help determine the most appropriate equipment for your child.



**Induction Loop:** Universal neckloop receiver that can receive sound from a compatible transmitter and deliver it to any personal listening device with a T-coil. Can also be used in-lieu of an audioshoe by plugging an FM/DM receiver directly into the bottom of the induction loop device. The FM/DM receiver receives the sound from the transmitter and the sound is then transmitted via the induction loop to the child’s T-coils in their personal hearing devices when the setting is activated.



**Remote Microphone:** Microphone worn by the teacher that sends their voice to the child’s personal hearing device via a streamer worn around the child’s neck or a Bluetooth connection in the child’s personal device.



**Streamer:** Worn around the child’s neck and streams (transmits) audio/voice directly to their personal listening devices. Can be used with remote microphones, TV, phone or any other media with Bluetooth technology.



(Continued on page 4)

# Sound Advice (Continued from page 3)







Putting it all together ...

## Hearing Aid with Audio Shoe and Universal Receiver

## CI Processor with Adapter and Universal Receiver



Let's look at some examples of HAT!

Name	Manufacturer	Type of Equipment
 <b>Roger Touchscreen</b>	Phonak	Transmitter
 <b>ConnectClip</b>	Oticon	Transmitter (uses Bluetooth connection)
 <b>Amigo Arc</b>	Otic	Induction Loop
 <b>ComPilot</b>	Phonak	Streamer
 <b>Amigo FM</b>	Oticon	Receiver
 <b>AS15</b>	Phonak	Audioshoe

Information for this newsletter was gathered from the *Educational Audiology Handbook*, 2<sup>nd</sup> Edition (Johnson & Seaton)



# BRAIN BUILDERS CORNER

## Early Intervention

### Children and Families Connecting

Cindy Lawrence, Early Intervention Coordinator

#### Why attend a playgroup?

We know that early experiences are important for brain development and that early intervention and engagement with infants and toddlers are essential for language development. We also know that:

- Connections families make with other families of deaf and hard of hearing children is important for providing emotional support to families.
- Meeting others who have had similar experiences is comforting and affirming.
- Children benefit from meeting and seeing other children like them of all ages.
- Siblings benefit from meeting other children who are siblings of deaf and hard of hearing children.

Playgroups offer opportunities for families to be provided with emotional support and affirmations from other families along their journey. Siblings and deaf and hard of hearing children receive the benefit of time with children like themselves. The playgroups offered through our Center are typically offered the first Saturday of the month and we work with community resources to offer various settings of family-friendly places.



Playgroups like this not only benefit the families who participate, it also gives an opportunity to educate family-friendly community locations about deaf and hard of hearing children, accommodations that will benefit them, and to understand diverse communities of children.

**Have a Happy New Year and keep making those connections!**

*REMINDER: Our next playgroup is an exciting partnership with the **Indianapolis Children's Museum** that will provide an opportunity for our families to gather in the Playscape area an hour prior to the opening of the museum, view a special production on vibrations for young children and then you can visit the rest of the museum at **no cost** to your family. This is a special event designed for families with deaf and hard of hearing children **only** ages birth through 5 years of age and their siblings. Registration is full, but watch for information on the next opportunity.*



**Making a difference  
while fitting into  
your schedule!**

## **Ski Hi Parent Advising**



### **Opportunity to Provide Early Intervention Services with our CDHHE Network!**

We are excited to announce the next training for future SKI HI Parent Advisors. If you qualify or are already a credentialed First Steps provider with a degree in deaf education, speech and language and/or early childhood education with expertise in working with deaf and hard of hearing children you may be able to become a parent advisor.

#### **SKI HI Parent Advising**

##### **What is the purpose?**

A family-based home intervention program that offers unbiased support and well-rounded resources in natural environments for families with infants and toddlers who are deaf and hard of hearing.

##### **What is involved?**

Ongoing early intervention home visits utilizing the SKI-HI curriculum and other resources, which include information and activities for families on early communication, audition, assistive technology, American Sign Language, Aural-Oral Language, emotional support and more. In addition, the SKI-HI parent advisor connects the family to other services, entities and families.

#### **SKI HI Curriculum Topics**

First Visits & Family Support \*  
Infants 0-12 Months \* Hearing Aids \*  
Cochlear Implants \* Being Deaf, Basic  
Communication Issues & Approaches  
\* Earliest Interactions \* Natural  
Environments & Routines \* Play &  
Concept Development \* Young  
Children with Special Needs &/or  
Challenging Behavior \* Young  
Children with Minimal, Mild,  
Unilateral, Conductive, and Auditory  
Neuropathy Hearing Losses \* Young  
Children with Syndromes & Other  
Medical Conditions \* Early Visual  
Communication \* Early Spoken  
Language through Audition \* Early  
Auditory Learning \* Communication  
Methodologies \* Literacy

Our next training series in 2019 will take place across three weekends: **Feb. 15 and 16, April 12 and 13, and May 31/June 1.** Please contact Cindy Lawrence at [clawrence@isdh.in.gov](mailto:clawrence@isdh.in.gov) or at 317-232-0899 if you would like further information about becoming a parent advisor to work with families of deaf and hard of hearing children.



# Language and Literacy Corner

## Importance of Vocabulary Growth

More and more evidence shows that having robust vocabulary skills are a strong indicator of academic success. Specifically, vocabulary knowledge that includes both breadth and depth of words leads to well-developed literacy.

### Typical Development Milestones

- ◇ Age 18 months: use 50 different words
- ◇ Age 24 months: use 200-300 different words
- ◇ Age 30 months: use 450 different words
- ◇ Age 36 month: uses 1,000 different words
- ◇ Ages 5-7: use 3000-5000 different words; understand 13,000 words
- ◇ Age 10: understand at least 20,000 words
- ◇ Age 15: comprehends at least 30,000 words
- ◇ Age 25: comprehends at least 50,000 words

- ◆ Students learn **750-3,000** words per year (2-8 daily)
- ◆ In first- and second-grade, students **NEED** to learn **800+** words each year
- ◆ Students **NEED** to learn **2,000-3,000** words each year from third-grade onward
- ◆ Students with enriched vocabulary opportunities learn around **5,000** words each year
- ◆ Vocabulary size **doubles** between the ages of 3 and 7
- ◆ Students who are behind by first-grade have a hard time making up the gap

### What can you do?

- \* Read out loud to your child at all ages. It's the No. 1 contributor to vocabulary growth.
- \* When you find a word you don't know, point it out and talk how you use context to determine meaning.
- \* Choose five unfamiliar new words to learn each week; see how often you can use them in everyday conversation.
- \* Build vocabulary by visiting new places, exploring new ideas, and exposing to unique experiences.
- \* Ditch the dictionary-make words concrete by hands-on activities or use of pictures and teach use of context.
- \* Be intentional about exposure to multiple meaning words by directly teaching and exploring humor.

Look for more information and additional resources forthcoming on our blog: <http://cdhhe.blogspot.com/>

Dickinson, D., Griffith, J., Golinkoff, R. & Hirsh-Pasek, K. (2012) How reading books fosters language development around the world. *Child Development Research*. Volume 2012, article ID 602807, 1-15. (<http://www.hindawi.com/journals/cdr/contents/>) doi:10.1155/2012/602807

Nippold, M. A. (2016). *Later language development: School-age children, adolescents, and young adults* (4th Ed.). Austin, TX: Pro-Ed. Inc.

# TACKLIN' Assessment

## Therapists Actively Consulting & Knowledgeably Leading Indiana



### Toys, Collaborative Play, and Enrichment

During any time of celebration when gifts are purchased or given to your children, it is important that you think not only about the appropriateness of the toy in reference to the child's age and safety but also about the level of enrichment. It is important to provide children with natural opportunities to learn through play, not only with toys but with others who can interact during playtime. Children learn through play. Play encourages the development of motor skills, abstract thought, early literacy skills, emotional health, language development and perspective-taking. Some ideas for interactive play that are fun and will allow you to see your child's skill growth include:

#### Science, Technology, Engineering and Math

Creatively build using blocks, magnetic tiles, clay, sand, wooden logs, etc.

- Comment on the shape and size of what your child has erected
- Count the number of items
- Prior to building, have your child sort everything by color, shape, material, etc.

#### Read, Write, and Color

Sidewalk chalk, dry-erase board and markers, bathtub paint/pens, etc.

Resource:

<http://www.readingrockets.org/article/103-things-do-during-or-after-reading>

#### Additional Ideas

[http://www.ncca.biz/Aistear/pdfs/Guidelines\\_ENG/Play\\_ENG.pdf](http://www.ncca.biz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf)

<https://www.education.govt.nz/assets/Documents/Early-Childhood/Play-ideas/Play-ideas-complete-collection.pdf>

<https://www.pinterest.com/mrsbrookebrown/enrichment-activities/>

<https://www.laparent.com/Enrichment-at-home-fun-ideas-for-kids>

<https://www.verywellfamily.com/fun-learning-activities-kids-at-home-3128960>





# Teachers' DEN (Deaf Educators' Network)

Sarah Kiefer, Deaf Education Coordinator

## Deaf Education "Life Hacks"

As 2018 winds down and goals for a more productive 2019 are being made, the Deaf Education team would like to offer some "life hacks" that may helpful to become more organized in the new year.

**Service documentation**—Best practice denotes that services should be documented and readily available to present at a moment's notice. Teachers and therapists should get in the habit of documenting the amount of service each student should be receiving per his/her IEP, the dates of service provision, notes of what occurred during the session and a plan to make up for missed sessions. This ensures that the Individualized Education Plan (IEP) is being followed. A good [service documentation tool](#) is available on the internet that can be easily modified to meet specific school's or teacher's needs.

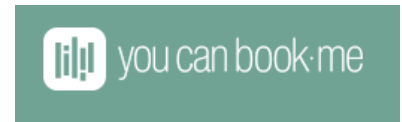
**Documentation of Delivery of Special Education and / or Related Services**

School Year \_\_\_\_\_

Student \_\_\_\_\_ Medicaid # \_\_\_\_\_  
 Campus \_\_\_\_\_ Service Provider(s) \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_  
 Minutes \_\_\_\_\_ # Times Per Week \_\_\_\_\_ for # of Weeks \_\_\_\_\_ of Time Frame \_\_\_\_\_  
 ARD Date \_\_\_\_\_ Start Date \_\_\_\_\_ End Date \_\_\_\_\_  
 Signature of Provider(s) \_\_\_\_\_

# of Times	Date	Gr	Related IEP Objective / Activity	Start Time	End Time	Total Minutes

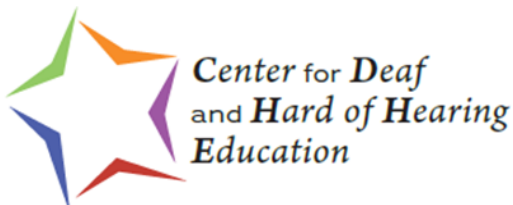
**Scheduling**—Juggling multiple calendars for both personal and business can be challenging. [You Can Book Me](#) is a great online application that displays your availability to potential meeting participants. This reduces the amount of time spent going back and forth to check participants' individual calendars. Bookings are automatically synced with your calendar to eliminate the extra step of creating a calendar entry.



**Digital curation**—There can be a lot of papers, folders, binders and notebooks floating around that do not have an apparent organizational system. Such loose items can be cumbersome to lug around, but it can also be time consuming to try to go back and locate needed information. There are numerous digital curation sites available online. These can also serve as an organized collection of information that can be shared with families and school staff. Some favorite digital curation sites are: [Diigo](#), [Google Drive](#), [LiveBinders](#), [Pinterest](#) and [Pocket](#).



Google Drive





# Teachers' DEN (Deaf Educators Network)

Sarah Kiefer, Deaf Education Coordinator

## Deaf Education “Life Hacks” Part 2

**Rocketbook**—If you still want to take notes on paper, Rocketbook is a great way to take your handwritten notes and file them away digitally. Rocketbook is dubbed a smart notebook that uses special paper with a QR code on each page. Once the Rocketbook app is downloaded on your mobile device, you scan a page and it is automatically emailed, saved or shared to your pre-specified locations. As a bonus, the special pens are erasable on Rocketbook or regular paper. Once the Rocketbook is full, simply wipe the pages down with a damp cloth or place in the microwave for a few seconds and the smart notebook is ready to use again.



**Sticky notes**—Are you someone who writes down everything on a sticky note? Not only is paper waste bad for the environment, but it does not have the ability to integrate with anything other than the object it is stuck to. Google **Keep** is the next generation of sticky notes that easily integrates with many other G Suite applications. You can create a shopping list, draw, savewebsites and take notes. You can easily set a reminder for something you have in Google Keep, for example, a student could take a picture of the board in class that has homework assignments listed, open in Google Keep, set a hashtag to organize all homework assignments and notes from the same class and then set a reminder for due dates. The possibilities of Google Keep are endless!



**Troubleshooting kit**—As teachers for the deaf and hard of hearing travel from place to place, it is helpful to have some items readily available to quickly troubleshoot students' hearing assistive technology. The most beneficial items are extra batteries, a battery checker, stethoset and an FM/DM receiver checker. For additional items to include, watch our November 2018 Effecting Positive Outcomes (EPO) webinar titled [Hearing Assistive Technology \(HAT\) in the Classroom](#). Find out why you should have an eraser in your toolkit!



For a list of links above, visit <https://tinyurl.com/y9j7aplx>.



# FAMILY & COMMUNITY

## Vocational Rehabilitation

### Comprehensive Statewide Needs Assessment

Vocational Rehabilitation requests your feedback on service needs or gaps in services for job seekers with disabilities.

The survey will end Jan. 25. The survey is anonymous, and no identifying information is collected.

Individuals who need help completing the survey may call the Bureau of Rehabilitation Services at 1-800-545-7763 (toll free) for assistance.

[https://iu.co1.qualtrics.com/jfe/form/SV\\_e4pAodrLsEWN0YR](https://iu.co1.qualtrics.com/jfe/form/SV_e4pAodrLsEWN0YR)

*Indiana School for the Deaf  
is proud to host*

## Early Childhood Education Summit X

April 4-6, 2019  
Indianapolis, IN

For more information:  
ECESummit@gmail.com  
www.bilingualece.org

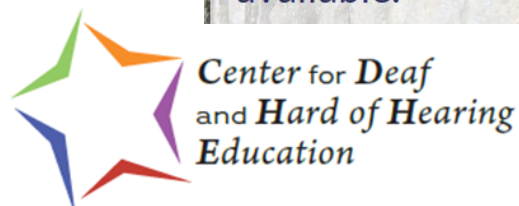


**Check the HAAPI website for other potential resources to receive financial assistance for hearing aids:**

<http://www.haapindiana.org/about/press-release>

The HAAPI funds for this fiscal year have been expended, therefore applications will not be accepted at this time.

Applications will be available and accepted next fiscal year when funds become available.



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