

Volume 4

Issue 2

SPRING

2019

WHAT'S INSIDE:

From the Director	1
Staff Spotlight	2
Audiology	3
Early Intervention	4
Language & Literacy ...	5
Assessment	6
Deaf Education	7
Family/Community	8
Staff Contacts	10

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

So far, 2019 has been a productive year for the Center. In addition to our continued services and outreach through our three program areas — Audiology, Early Intervention and Deaf Education — we have engaged in a variety of opportunities for deaf and hard of hearing children, their families and professionals who serve them across the state. It is a privilege for us to participate in both local, statewide and national events as a sponsor, presenter and/or exhibitor. There are a multitude of organizations for families and professionals to tap into, collaborating with other organizations allows information we share to reach further and have deeper impact.

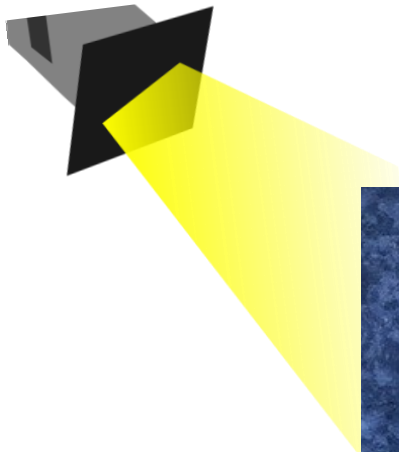
Here are various highlights from the first quarter of 2019:

- Engagement in a pilot project with First Steps to participate in intake meetings with families
- Presentations at national and state conferences, including the National Early Hearing Detection & Intervention Meeting, National ASL and English Bilingual Consortium for Early Childhood Education Summit and the Indiana Speech-Language-Hearing Association Convention
- Gathering of deaf educators regionally at our DHH roundtable meetings
- Arrangement of open-captioned movies for families to enjoy
- Sponsorships at events for parents and families to receive information and meet one another, including Hands & Voices Advocacy Support & Training (ASTra) event, Hearing Indiana's Listening & Spoken Language Conference, upcoming EHDI Family Conference and Indiana School for the Deaf's PTCO Day
- Facilitation of trainings for early intervention providers including Ski-Hi Parent Advisor and upcoming Deaf Mentor training
- First quarterly meeting of the new Center Advisory Committee for 2019-2020

I look forward to the wonderful accomplishments we can make in the upcoming months.

Center for Deaf and Hard of Hearing Education

Staff Spotlight



The Center is pleased to announce that Laura Leffler has joined our staff as an accommodation specialist. This position has three main duties: providing ASL-English interpreting, overseeing accommodation needs for Center services and events, and providing educational interpreting outreach through trainings and consultations.

Laura's career started 30 years ago on the same grounds now occupied by the Center. Laura received a bachelor's degree in deaf education from Ball State University and holds Certificates of Interpretation and Translation through the Registry of Interpreters for the Deaf. She has worked as a teacher of the deaf, an educational interpreter, a video relay interpreter and a freelance interpreter in a variety of settings. Throughout her career she has had the opportunity to work with children and adults in a variety of languages and communication modes, and be shaped by experiences working with outstanding professionals in the deaf community, as well as in the fields of interpreting and deaf education.

Through her varied work history, Laura has developed a passion for communication access and deep respect for individual and family choices. Laura is looking forward to working with the exceptional staff at the Center to support its mission of promoting positive outcomes for all deaf and hard-of-hearing children.



SOUND ADVICE

Audiology

Educational Technology: Let's Get Connected!

The use of educational technology is increasing in the classroom as a tool to accompany teacher instruction. In 2015, 68 percent of teachers used videos found online as part of instruction, compared to 47 percent in 2012. A 2018 survey of classroom teachers found that 63 percent think that educational technology accelerates learning. Another survey found that 72 percent of teachers observed an increase in student engagement with the use of technology in their classrooms. Blended learning environments that incorporate face-to-face instruction with in-class activities and media, are being used with increasing frequency and the use of such models is expected to continue to grow.



The biggest question that arises for children who are deaf and hard of hearing with this growing use of technology in the classroom is whether they have access to classroom content presented in a variety of formats throughout their educational day. There are many technologies that can help these students fully participate in their educational environment.

Direct audio input: Ear-level FM, DM and neckloop systems can be connected to one-on-one devices, such as iPads and Chromebooks, via a standard headphone jack. Additionally, they can also be plugged into a teacher's computer or classroom speakers to allow students to hear audible media that is played for the entire class.

Closed Captions: Display the audio portion of recorded media in writing. Many previously captioned materials are available to download for classroom use. There are also a variety of programs which may be used to caption original media by the teacher prior to presenting it to students.

Telecoil: Students who have a telecoil program in their hearing technology (hearing aids or cochlear implants) have several options. Some children may be able to use a neck loop to transmit the signal. However, regardless of whether the child uses an FM/DM system, there are also ear level "silhouettes" which may be plugged into any device with a standard headphone jack in lieu of traditional headphones. The auditory information is transmitted directly to the hearing devices via an electromagnetic signal. These "silhouettes" require that the student's audiologist specifically set a program for use with these devices.



Pass Around microphones: Students using FM or DM systems have access to the teacher's voice when he or she is wearing the transmitter/microphone, but have difficulty hearing their peers in large group discussion or small group work settings. Wireless pass-around microphones allow peers to use a microphone as well to ensure that their questions and comments are received by students who wear hearing devices.

Dual transmitters: Many manufacturers of FM and DM technology have a method for allowing multiple microphones to be used in a "Team Teaching" setup. One transmitter could be worn by the teacher, and the other could be plugged into a media output, passed around, given to a small group of students working together, or plugged into a student's one-on-one device to allow audibility of the primary teacher, as well as a secondary source of information at the same time.

Remote Microphones: Wireless technology which allows for some hearing devices to have access to media sources (i.e. computers, IPADs, etc.) via Bluetooth. Although it is not available in all makes and models, and not all options allow for media connectivity, it may be an option!

Roger AudioHub: Connects to any multimedia device with an audio out jack, which may include interactive whiteboards, TVs, computers and MP3 players to hear the device's audio output clearly through Roger speakers or Roger receivers.



BRAIN BUILDERS CORNER

Early Intervention

Connecting at the National Early Hearing Detection and Intervention Conference

Cindy Lawrence, Early Intervention Coordinator

Center staff members Cindy Lawrence and Bethany Colson were to present alongside First Steps Director Christina Commons, EHDI Follow-Up Coordinator Stacy Allgeier and Guide By Your Side’s Outreach Coordinator Mariana Barquet at the National EHDI Meeting in Chicago in March. Our presentation highlighted efforts to collaborate among state agencies and entities responsible to helping families in Indiana along the early intervention journey.

We were able to share how our system helps us track how families get to specialized early intervention services. The collaborative tracking takes place between the EHDI program, Guide by Your Side program, Center for Deaf and Hard of Hearing Education and First Steps, among other stakeholders.

Our Center staff learned and gathered resources to share with families and made connections with other state and national leaders and experts to enhance our system and update resources. Here are a couple of them:



- 2 Ears 2 Learn, a not-for-profit organization that collects and refurbishes used sound processors and then provides them to qualified children with Microtia and Aural Atresia at no charge.
www.2Ears2Learn.org
- Described and Captioned Media Program DCMP, to gain access to on-demand streaming of more than 8,000 educational videos free of charge.

Tearing down the silos in Indiana: highlighting inter-agency connections in our Early Intervention system



Language and Literacy Corner

Language Delay vs. Language Disorder

Jacqueline D. Hall-Katter, M.S. CCC-SLP

Language is an essential element of school success. It directs cognition and behavior, provides an individual with emotional control, assists with complex learning and regulates social interactions. Language is the basis for all academic skills and is the foundation for literacy development. Age-appropriate language allows a child to develop grade-level reading. How do you know when your child/student is developing language at an appropriate pace vs. when they present delays or even exhibit a language disorder?

Typically developing children require no additional support to perform within normal limits

Language-delayed students may need some environmental modifications, such as a language-focused preschool with more peer interaction, and language therapy, but will develop language in a typical trajectory

Language-disordered children will not learn in a typical fashion. These students will learn at a slower pace and in an atypical developmental order. They will need significant supports to gain the language skills needed for academic gain.

For more information on language delay vs. language disorder, check out these resources:

Special Education Guide:

<https://www.specialeducationguide.com/blog/language-delay-versus-language-disorder/>

American Speech-Language Hearing Association:

<https://www.asha.org/public/speech/disorders/LateBlooming.htm>

Contact Jackie Katter, the Center's speech language pathologist, at jkatter@isdh.in.gov or 317-232-2864 for more information. We offer services, resources and information to families and schools and are available to collaborate with you.



TACKLIN' Assessment

Therapists Actively Consulting & Knowledgeably Leading Indiana Psychometric Data: Misunderstanding and Misuse

Assessment requires forethought, expertise and knowledge of how to choose the tools used and interpretation of the results. Students who have limited access to language as well as children with delayed language development may present as lower functioning than their true abilities. Educators should use caution when interpreting results for deaf and hard-of-hearing students. This is especially true for those who may be misidentified as having intellectual challenges. Sometimes we find that these challenges impacting their acquisition of language and subsequent skill development may be due to other factors. Some of those factors could be lack of opportunities to develop language, such as poor access to language in the environment (e.g. amplification, skilled interpreter, etc.), lack of typical peer language models and limited enriching educational experiences.

**A Case Conference Committee decision cannot be made on one statistic alone.
Because people, not instruments, make decisions, the instrument
is only as good as the clinician using it.
Qualified clinical judgment plays a critical role!**

A ... common misuse of classification concerns misleading assumptions regarding precision of scores. ... Although the statistical reliability of most scales ... is well established before the test is published, it is still important ... that professionals carefully consider the possible statistical error in any score, the variability in scores across different tests, and the importance of the [student's] physical limitations, motivation, and cultural background.

-Schalock et al. (2010, pp. 81-82)

... the knowledge required to answer the verbal questions, for example, gets in the way of measuring the child's ability to think (intelligence)...

-Jack Naglieri

I was taught that cognitive ability tests measure attainment, the sum of formal and informal learning experiences and opportunities.

-Mark Shinn



Teachers' DEN (Deaf Educators' Network)

Sarah Kiefer, Deaf Education Coordinator

Captions in the Community

The Center for Deaf and Hard of Hearing Education is thankful to AMC 17 in Indianapolis for its collaboration to show the Lego Movie 2 on Feb. 24, 2019, with open captions. We had a sold-out show! The Center will continue working with local theaters to bring open captioned movies to children who are deaf and hard of hearing and their families. If an open captioned movie is not available, there is technology available for increased accessibility in movie theaters. The Described and Captioned Media Program describes the [various systems](#) available to movie goers.



Captions in Schools

Visual media that is actively used in schools must be equally accessible. This includes visual media in curriculum, assessments, to supplement educational content and all audio-visual components of school websites and content portals. [DCMP.org](#) has a wealth of information regarding captioning, but it also has a library of described and captioned media that is available to be streamed anytime at no cost. Many educational topics are available and some even contain lesson plans. If schools need accessible visual media, they can conduct a search and find content on a myriad of topics. The library can be used for self-study as well as for enjoyment.

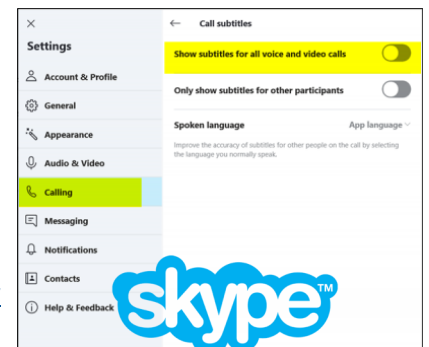
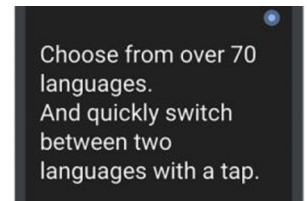
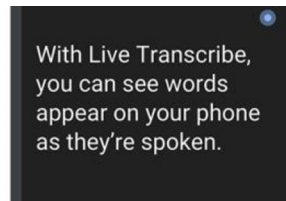
For teacher- or student-created content, [Amara.org](#) is a free resource to caption YouTube videos. [Clips](#) is a speech-to-text app that can be downloaded and used for videos created using iOS applications.

Schools can start up "caption clubs" to assist teachers with captioning materials that they frequently use. Learning to caption is a great skill and can turn into a rewarding [career](#).

Captions on the Go

Advances in technology has made it easy to have captioning with us at all times. From needing to have access to a quick conversation or to caption a presentation, check out these free tools that are ready to go at a moment's notice.

- [Ava](#)
- [Microsoft Translator](#)
- [Skype Translator](#)
- [Live Transcribe](#)
- [Google Slides](#)



For additional information about captioning, speech-to-text or accessibility laws, contact the Center for Deaf and Hard of Hearing Education at skiefer@isdh.in.gov or 317-232-0971.





FAMILY & COMMUNITY

Join Indiana Hands & Voices
on
Saturday, April 27, 2019
for the
EHDI Family Conference




“Building a Foundation for Success”

All Families of Deaf and Hard of Hearing Children are Welcome!
Cost is **FREE**

Location: Indiana School for the Deaf
1200 E. 42nd St
Indianapolis IN 46205

May Center Playgroup

The Center will hold their monthly playgroup in conjunction with ISD’s PTCO Day on Saturday, May 5.

Come together to meet with other families who are raising a deaf or hard-of-hearing infant, toddler or young child, ask questions, and of course, have fun!

All family members and friends involved in your child’s life are welcome.

Contact Kjari for more details and to RSVP:

Kjari Newell *** knewell@isdh.in.gov
317-232-0960

68TH ANNUAL PTCO DAY 2019

MAY 5TH 11 AM - 5 PM

**INDIANA SCHOOL FOR THE DEAF
1200 E. 42ND ST
INDIANAPOLIS, IN 46205**

**- LIVE ENTERTAINMENT
- FACE PAINTING
- FOOD/VENDOR BOOTHS
- PETTING ZOO
- KIDS ACTIVITIES & MORE**

MONSTER TRUCK **INDY AIR BEARS**

SPONSORED BY: PARENT TEACHER COUNSELORS ORGANIZATION

ISD PTCO PTCODAY@ISD.K12.IN.US **Sorenson Communications** NO PETS service dogs are allowed





LITERACY, LANGUAGE AND FAMILY INVOLVEMENT

Presented by: Sheri Cook

When:

May 11, 2019
9:00 a.m. – 12:00

No charge.

Registration required.

Where:

Concord Intermediate School
59197 Co Rd 13, Elkhart, IN
46517 **(DOOR #3)**

Childcare is provided.

How do I Register?

You may register on-line by going to this link:

<http://bit.ly/511LLFSC>

or contact Sheila Yoder (see below)

2. Professional Growth Points are available for D/HH teachers and EI.



If you have questions please contact:

sheilayoder@concord.k12.in.us

Come participate in an event with Sheri Cook, a Bi-cultural deaf woman who has extensive experiences living life as a deaf woman plus teaching deaf and hard of hearing children. She was an educator at the Wisconsin School for the Deaf and in Southern Illinois; a consultant and trainer for the Illinois School for the Deaf Outreach Program and taught American Sign Language and Deaf Studies courses at John A. Logan College in Carterville, Illinois and at Southern Illinois University in Carbondale, Illinois.

In the fall of 2010, Sheri became the director of Gallaudet University Regional Center for the Midwest at John A. Logan College. She is currently serving 14 Midwest states and collaborates with many schools and programs to promote their connection with Gallaudet University and the Laurent Clerc National Deaf Education Center.



Brought to you by: Elkhart County Special Education Cooperative staff and parents, in collaboration with Concord Community Schools and the Indiana Center for Deaf and Hard of Hearing Education



Center for Deaf and Hard of Hearing Education Staff

Bethany Colson, Executive Director

bcolson@isdh.in.gov

317-232-0998

Administrative Assistants:

Linda Evans, Early Intervention

levans@isdh.in.gov

317-232-0882

Jane Mcwhirter, Audiology

jmcwhirter1@isdh.in.gov

317-232-7349

Maricela Porras, Center Administrative Assistant

mporras@isdh.in.gov

317-232-5808

Deyda Salazar, Assessment & Deaf Education

dsalazar@isdh.in.gov

317-232-6572

Accommodation Specialist:

Laura Leffler

lleffler@isdh.in.gov

317-232-0896

Audiology:

Michelle Wagner-Escobar, Audiology Coordinator

mwagnerescobar@isdh.in.gov

317-232-7438

Dana Ramsey, Audiologist

dramsey2@isdh.in.gov

317-232-7437

Amanda Goodrich, Audiologist (NE Region)

agoodrich@isdh.in.gov

260-439-8375

Deaf Education and Assessment:

Sarah Kiefer, Deaf Education Coordinator

skiefer@isdh.in.gov

317-232-0971

Lorinda Bartlett, School Psychologist/Assessment Lead

lobartlett@isdh.in.gov

317-232-0900

Jackie Katter, Speech Language Pathologist

jkatter@isdh.in.gov

317-232-2864

Sarah Leathers, Teacher of the Deaf or hard of hearing

sleathers@isdh.in.gov

317-232-7308

Early Intervention:

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

Laura Burklew, EI Specialist

lburklew@isdh.in.gov

317-288-3611

Kjari Newell, EI Specialist

knewell@isdh.in.gov

317-232-0960

Meg Warnock, EI Specialist

mwarnock@isdh.in.gov

317-550-1978

