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2018

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

As we kick off a new state fiscal year on July 1, it is a time to look back on what we have accomplished and a time to look forward to what our goals and achievements will be this year. Over the past year, we have focused on filling gaps – gaps in locations around the state, gaps in knowledge related to deaf and hard of hearing children and gaps in timing of services and information.

One way we have filled in location gaps is through our regional centers. We expanded into the southeast region with a regional center in the Mid America Science Park in Scottsburg, as well as expand our presence in the northeast. Our northeast regional staff in Fort Wayne continues their outreach efforts including connections to local health departments.

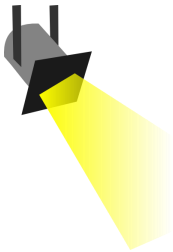
With regard to gaps in knowledge, our staff both attended and provided a multitude of professional development opportunities last year. On a national level, we attended the EHDI Conference, National Outreach Conference, AAA, ADARA and National Deaf Center conference. Within Indiana, we attended the Early Childhood Special Education Administrators Conference, ISHA, ICASE retreat, PATINS Tech Expo, and presented at the First Steps and Indiana Deaf Educators and Educational Interpreters conferences. Our collaborations with FSSA through First Steps and Vocational Rehab, as well as with DOE through the Department of Special Education, are key to our Center's success in providing positive outcomes for deaf and hard of hearing children.

Lastly, we made efforts to fill gaps in service provision through our partnerships with EHDI and First Steps to reduce timing of referrals for early intervention evaluations and services. We continue to recruit, train and mentor early intervention providers and educate system point of entry staff to follow best practices for deaf and hard of hearing children. In addition, we have worked with numerous families and school districts at the time of transition from Part C to Part B – providing support, assessments and recommendations related to educational needs. We share best practices and encourage collaboration of DHH teachers around the state through our DHH Roundtables. We work with the PASS Project to provide EPO webinars for educational professionals and meet with educators and support staff individually for training and support. Our Center participates in the Transition Alliance to fill gaps in secondary transition information for deaf and hard of hearing students. **(Continued on page 2)**



From the Director (Continued from page 1)

In the coming year, we will focus on strategic planning – to determine how we can best continue filling gaps and meeting the Center’s mission and duties. The collaborations we have are key in our success and a continued focus for our Center. I am honored to take on the Executive Director position with the opportunity to lead these efforts, work with a talented and dedicated staff and strengthen relationships with other professional entities working with deaf and hard of hearing children.



Center for Deaf and Hard of Hearing Education

Staff Spotlight

Bethany Colson

Named Executive Director



The Indiana State Department of Health has named Bethany Colson executive director of the Center for Deaf and Hard of Hearing Education.

“Bethany is well-versed in the tools available to families with children who are deaf or hard of hearing and is a strong proponent of allowing parents to choose the communications methods that are right for their child,” said State Health Commissioner Kris Box, M.D., FACOG. “Her experience as an early intervention specialist and speech language pathologist, along with her knowledge of the center and its clients, will serve Hoosiers well.”

Colson has served as deputy director at the center since 2016, where she has managed the center’s budget and contracts and overseen special projects and operations of its regional centers. She has served as interim director twice, most recently following the departure of former director Christine Moody. Previously, she served as early intervention coordinator for the center, providing oversight to programming for children from birth to age 3. She also has worked as a speech language pathologist at the Indiana University School of Medicine, St. Joseph Institute for the Deaf and the University of Tennessee Child Hearing Services program.

Colson earned her Bachelor of Arts degree in speech and hearing science from Indiana University in Bloomington and holds a Master of Arts degree in speech-language pathology from the University of Memphis. She also holds a Master of Science degree in deaf education from the Washington University School of Medicine.

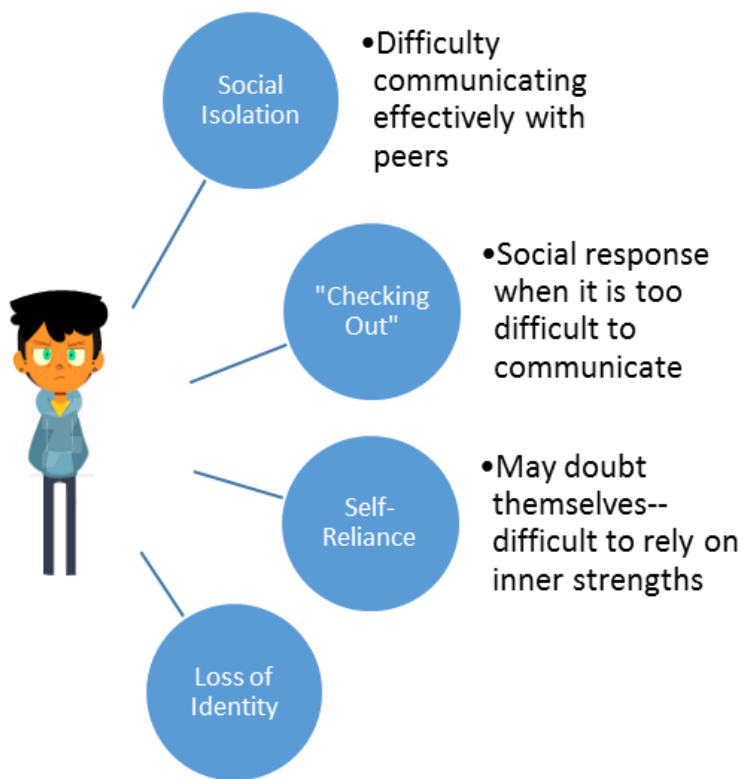
“It has been my privilege to serve with center staff in a variety of roles over the past few years, and I look forward to the opportunity to continue this important work with them in the executive director role,” Colson said. “We will continue to work to ensure that deaf and hard-of-hearing children have the resources and support to reach their full potential.”





TEENS WHO ARE DHH: THE “ICEBERG” EFFECT

Teenagers who are deaf and hard of hearing (DHH) have unique experiences when compared to hearing peers in terms of socializing, self-esteem and identity. Studies on the emotional impact of hearing loss in adolescence suggest teenagers who are DHH may have uniquely challenging social and emotional experiences. For some, this can create an internal emotional environment that may not be obvious to the outside world.



How Do We Help Teens Who Are DHH Mitigate These Effects?

Foster a Sense of Self:

Help your teen identify as a capable DHH individual

Build an Understanding Community:

Help your teen interact with other people who are DHH who understand their experiences and can offer support

Offer Space:

Often teens need space to work out their issues

Praise Accomplishments and Efforts:

Praise your teen’s successes and areas of strength

How Can I Help Early On?

Building strong self-esteem and positive identity from a young age can help prevent some of the negative experiences teens who are DHH may encounter. Being connected with peers who are DHH when young and having older DHH role models who advocate for themselves can help your child develop a positive feeling about their identity. Additionally, encouraging your young child to become a problem-solver and providing responsibilities can foster feelings of confidence, competence and mastery.

By recognizing and respecting the often “under the surface” emotional experiences of a teen who is DHH, you can help your child to develop a fulfilling identity and to embrace rather than reject their hearing loss.

Information for this article was gathered from the Supporting Success for Children with Hearing Loss website. Visit: www.successforkidswithhearingloss.com for more information on this topic and many others.

Hearing Aid Assistance Program of Indiana (HAAPI)

Indiana Statute

In 2014, the Indiana General Assembly approved an appropriation to fund Indiana Code IC 16-35-8, the Hearing Aid Assistance Program of Indiana (HAAPI).

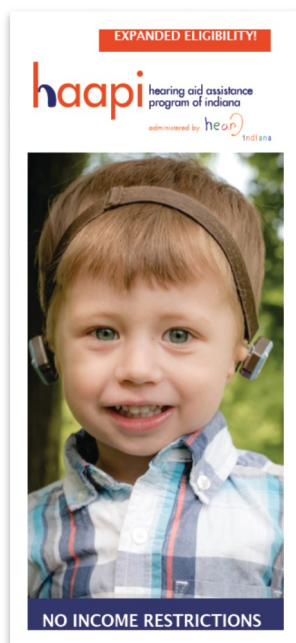
This fund was appropriated to the Indiana State Department of Health and its Center for Deaf and Hard of Hearing Education (CDHHE). This fund will provide approximately 300 hearing aids each year. Hear Indiana was awarded administration of HAAPI through RFI 16-014.

Children with hearing loss are eligible for HAAPI, if all of the following are true:

- They are at least 3 years old and have not graduated high school.
- A physician has provided medical clearance.
- They have not received funding from HAAPI in the previous three years.

All hearing aids purchased by HAAPI must be prescribed, fitted and dispensed by a licensed audiologist who has registered to participate in HAAPI.

Note: Priority in this program will be given to those applicants younger than age 14.



(More information about HAAPI on page 5)

HAAPI: How to Apply

1. Find a Participating Audiologist

Talk with your child's audiologist to see if s/he participates in the Hearing Aid Assistance Program of Indiana (HAAPI). If so, s/he will be able to assist you with the application process. If your audiologist wants to register as a participating audiologist, please ask him or her to contact the HAAPI administrator. Alternatively, you may choose a provider from the list of Participating Audiologists. If you need assistance, please call us at 317-828-0211 or email at Info@HAAPIndiana.org.



2. Necessary Documentation

- Completed application
- Medical Clearance for Hearing Aids (by a pediatrician or an ENT)
- Recent Audiogram (within the last 6 months)
- Age Verification: birth certificate for children ages 3-5 and proof of school enrollment for school age children.

3. Submit All Paperwork

The forms must be filled out entirely and emailed, mailed or faxed with supporting documentation to:

HAAPI
Attn: Hear Indiana, Program Administrator
4740 Kingsway Drive
Indianapolis, IN 46205
Ph: (317) 828-0211
Fax: (888) 887-0932
Info@HAAPindiana.org



4. Timeline once application is complete

Applications will not be considered complete until all documentation has been received by HAAPI and a participating audiologist has been chosen. If assistance is needed obtaining any documents, please ask a participating audiologist or call HAAPI at 317-828-0211. Once eligibility has been determined, HAAPI will notify the family and the participating audiologist of the status of the application. The approval process may take 3-4 weeks once complete.

*Please contact HAAPI administrative staff if you have questions regarding patient qualifications or benefits.
We encourage the referral of all patients between the ages of 3 and 21 who are unable to obtain hearing aids.
Call HAAPI at 317-828-0211 or email Info@HAAPindiana.org for more information.*



BRAIN BUILDERS CORNER

Early Intervention

Inaugural First Steps Conference Includes Presenters on Brain Development

Cindy Lawrence, Early Intervention Coordinator

Congratulations to Indiana First Steps for a successful inaugural First Steps Conference this month in Bloomington. Many of our CDHHE Network providers and partners attended this professional development opportunity for Early Intervention providers, families and stakeholders. As I attended inspirational sessions and informative sessions and heard thought-provoking and heartfelt stories shared by parents and other presenters, I reflected on how to share some of what I learned with others.

Dr. Rosemarie Allen shared this quote in her presentation on Implicit Bias in Early childhood: *“These are all our children. We will profit by, or pay for, whatever they become.”* Dr. Allen challenged us to be aware of our own cultural beliefs and values and embrace other cultures to connect with parents who are children’s first teachers. We are grateful to our families for welcoming our providers into their homes as we work to build relationships with families in their communities. Together we learn what will work with each family as they navigate the early years when language and relationships are building a strong foundation in the brain.



We also learned more about the brain from Dr. Dipesh Navsaria as he shared research from his practice at the Department of Pediatrics at the University of Wisconsin School of Medicine and Public Health. He talked about the three legged stool for a child’s developmental trajectory of the genetic, prenatal & neuro-developmental factors, socio-economic environment, and the attachment and relationship patterns that impact a child’s future. He also talked about the 5 Rs of early childhood education that all of us can share and practice with children we work with and families: Routines that help children know what to expect of us and what is expected of them, Reading together daily, Rhyme playing and cuddling, Rewards for everyday successes, and Relationships reciprocal and nurturing: the foundation of healthy child development, as shared by the AAP School Readiness Technical Report, 2008. Both of the above mentioned speakers have videos available on YouTube for those who wish to view them.

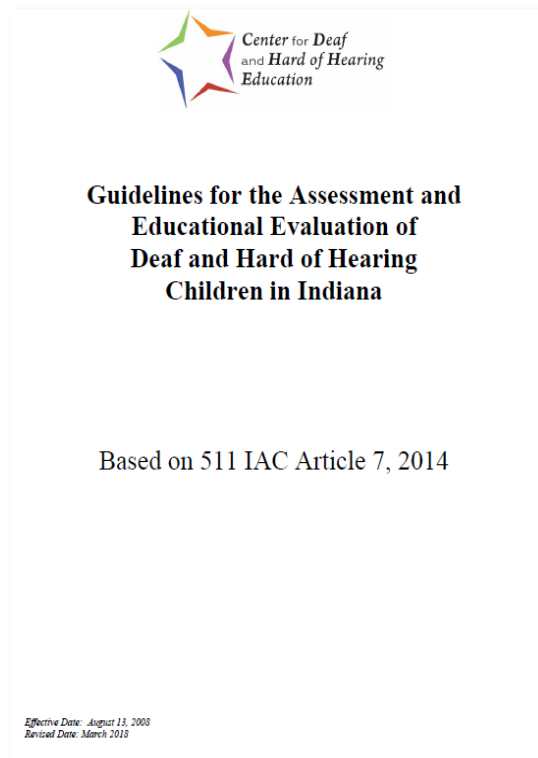
We were also honored to present a session at the First Steps Conference. We shared information about all of the services available to families with children identified as being deaf or hard of hearing through our CDHHE Network. We are connecting with families to provide encouragement, information and understanding regarding their child’s unique hearing status and ability to access language auditorily and visually. We have experts from the Center, contractors with our CDHHE Network and our partners from the St. Joseph Indiana Institute Corporation. Our expertise in specific areas as requested by families as they develop their Individual Family Service Plans (IFSP) blend together as families learn how to be their children’s first teachers and access the world around them.

For more information on how to access our early intervention services contact us at cdhhenetwork@isdh.in.gov or 317-232-7349 or 855-875-5193 and ask for Cindy Lawrence or Michelle Coleman, CDHHE Network Lead.



TACKLIN' Assessment Therapists Actively Consulting & Knowledgeably Leading INdiana

Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana *Recently revised edition now available*



The Assessment Team at the Center works with all children who are Deaf or Hard of Hearing no matter how unique of a profile they may have either medically or educationally. There is a shortage of professionals who have experience working with deaf and hard of hearing individuals, which can lead to possible misidentification or dismissal of other challenges. This makes the expertise of the Center for Deaf and Hard of Hearing Education Assessment Team so critical in determining any additional variables that impact a student's progress.

The Center is available to assist schools with in-services, consultation, observations, and assessment at no cost to schools or families. We believe in a whole child approach, including partnering with schools and families to help students meet their optimum potential.

The [*Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana*](#) were created as a resource to share our expertise with those who work with and care for Deaf and Hard of Hearing children. Additionally, you can access this resource on our website.





Teachers' DEN (Deaf Educators' Network)

Sarah Kiefer, Deaf Education Coordinator

Vocational Rehabilitation Services

Do you know of a student who is Deaf or Hard of Hearing who is about to exit school? He or she may be eligible for Vocational Rehabilitation services. As stated on their [website \(https://www.in.gov/fssa/ddrs/2636.htm\)](https://www.in.gov/fssa/ddrs/2636.htm):

Vocational Rehabilitation Services (VR) provides quality individualized services to enhance and support people with disabilities to prepare for, obtain or retain employment. The individual will work closely with a VR counselor throughout the process. Through active participation...people with disabilities achieve greater level of independence in their work place and living environments.

Vocational Rehabilitation has recently enacted an Order of Selection to prioritize need. Everyone who applies will have an intake appointment to determine eligibility. If found eligible, VR will determine the severity level of need to determine priority of services. The priority categories are (1) most significant need, (2) significant need, (3) all other. As of August 1, 2017, categories 2 and 3 have been moved to the deferred list.

VR is currently implementing Pre-Employment Transition Services (Pre-ETS) that can start while a student is still in high school. If students receive Pre-ETS before applying for VR AND they are placed on the deferred list, students can continue receiving Pre-ETS. If students have not started Pre-ETS and apply for VR and are put on the deferred list, they cannot start Pre-ETS. Pre-Employment Transition Services have five focus areas:

1. Job exploration counseling, which includes conducting interest inventories, reviewing career websites, taking high school courses on occupations and career readiness, etc.
2. Work-based learning experiences which can include paid or non-paid work experiences in the community, volunteer work, job shadows, short- or long-term internships, on the job training, apprenticeships and employer mentoring activities.
3. Counseling on opportunities for enrollment in postsecondary education, which includes exploration of the wide range of career pathways (i.e., agriculture, manufacturing, etc.), counseling on postsecondary training opportunities including community colleges, universities, trade/technical schools, etc., and counseling to support a smooth transition from high school to postsecondary education (i.e. documenting and advocating for accommodations, identifying financial aid options, etc.).
4. Learning workplace readiness skills, which includes soft-skills training, employability skills training, social/interpersonal skills (i.e. communication, problem solving, decision making, conflict resolution, empathy, professionalism, etc.) and independent living skills training (i.e. good hygiene, money management, using transportation, time management, using technology and assistive technology, appropriate dress, appropriate behavior, etc.).
5. Self-advocacy instruction in self-awareness, disability disclosure, requesting accommodations, understanding rights and responsibilities, self-determination, etc., and mentoring including peer mentoring.

For more information, please visit this frequently asked questions [document](#) or contact your local VRS office on the regional [map](#). Indiana ARC has also created a [podcast](#) with more information.

The Center for Deaf and Hard of Hearing Education has a comprehensive list of other resources on a multitude of topics. For more information, please contact Sarah Kiefer, Deaf Education Coordinator skiefer@isdh.in.gov or 317-232-0971, or visit www.cdhe.isdh.in.gov.





FAMILY & COMMUNITY CONNECTIONS

Family Resources

Sandi Lerman, Family and Community Education Liaison

When navigating special education services and resources for your deaf or hard of hearing child, there are many parent-driven support organizations that can help. It's often beneficial to receive mentorship and perspective from another parent who has been in your shoes and has specialized training in how to support families. Many of these organizations also provide online and in-person training on topics of interest to families.

Here are a few resources to consider reaching out to for support, information and training:

Hands & Voices

www.handsandvoices.org

Hands & Voices is a not-for-profit, parent-driven organization dedicated to supporting families of children who are deaf or hard of hearing. Membership includes families who communicate manually and/or orally. From American Sign Language to cochlear implants, this organization represents people from all different approaches to, and experiences with, deafness or hearing loss.

Indiana Hands & Voices

www.inhandsandvoices.org

The Indiana Chapter of Hands & Voices came about after a gathering of parents who have deaf or hard-of-hearing children felt inspired to begin a local chapter as a means to unite parents throughout Indiana and provide a venue in which information could be easily shared.

IN*SOURCE

www.insource.org

Parents helping parents — providing Indiana families and service providers the information and training necessary to assure effective educational programs and appropriate services for children and young adults with disabilities.

Family Voices Indiana

www.fvindiana.org

Family Voices Indiana provides information, training, and one-on-one support to families of children and youth with special health care needs, and the professionals who serve them.

ASK: About Special Kids

www.aboutspecialkids.org

About Special Kids (ASK) is Indiana's parent-to-parent organization that works throughout the state to give support, answer questions and provide information and resources to families of children with special needs.



Center for Deaf
and Hard of Hearing
Education



Family & Community Events



PLAY

Parent & Child PLAYGROUP!



CONNECT

Please email Kjari if:

- *You would like to be added to our email distribution list to learn about upcoming playgroups!
- *If you own an infant & toddler appropriate venue and would like us to consider your location for an upcoming Playgroup!
- *If you have a location idea in your area for an upcoming Playgroup!
- *If you have any questions regarding Playgroup.

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.

Parent & Child Playgroup
Ages: birth to 5 years old
Location: will vary monthly
Time: will vary depending on location

How do I know when and where?

- Follow: <https://www.facebook.com/CDHHE/>
- Email Kjari Newell

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



Pediatric Audiology Conference

Join us for an exciting one day program specifically designed for pediatric audiologists, teachers

July 20, 2018

8:30-4:30

Government Center South
Conference Room B



The Indiana State Department of Health
Early Hearing Detection and Intervention (EHDI) Program
is proud to present:
Tina Childress, AuD., CCC-A
Educational Audiologist & National Speaker

The 2018 EHDI Pediatric Conference will focus on technology options for hard of hearing students & how to collaborate on educational issues related to hard of hearing children."

Pre-registration (mailed by July 14) for professionals is \$45 (\$50 at the door). Free to students. For questions please contact Suzanne Foley (317) 232-0972 or email sfoley@isdh.in.gov

Note: We are not able to offer official CEU's from ASHA or AAA for this conference.

First Steps Core Training Approved



PARENTS:

These national research projects are seeking study participants!



Invitation to participate in a research study for caregivers of infants and toddlers with hearing loss!

We are interested in how caregivers' beliefs, knowledge, confidence, and actions are related to their children's language skills and use of hearing devices.

- **Who are we looking for?** Parents or guardians who have a child that meets all of the following criteria:
 - 36 months of age or younger
 - Uses at least one hearing aid or cochlear implant
 - Uses or will use spoken English as their primary language
 - Does not have special needs other than hearing loss that are likely to affect his/her ability to learn language
- **What does the study involve?** You will be asked to complete an online questionnaire to provide information about you and your child. The questionnaire will take approximately 30 minutes to complete. You will be asked to upload or e-mail us a copy of your child's audiogram or ABR report.
- **What else?** You will receive a \$15 Target gift card after you complete the online questionnaire and we receive the audiogram or ABR report.
- **How do I start the survey or learn more?** You can access the survey at <https://is.gd/CDLab>. To learn more, e-mail questions to the Communication Development Lab at CDLab@boystown.org. You can also contact Dr. Sophie Ambrose, the scientist leading this project, at Sophie.Ambrose@boystown.org.

BOYS TOWN
National Research
Hospital

Hearing Impact Study

2018



Parents of Children who are Deaf or Hard of Hearing
Your experiences are important, we need your help!

Share your experiences and help us learn more about the impact of your child's hearing loss.

This information may benefit others by assisting us in finding more effective ways to support children and families.

Participate Now

Survey Link: <http://www.usaudiology.com/survey-n>

- You will not be asked to give any information that identifies you.
- The survey will take 10-15 minutes to complete.
- You can enter a drawing to win \$50

Researcher: Karen Muñoz Contact Information: (435) 797-3701 IRB #: 9265
Karen.munoz@usu.edu



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