

# 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.*

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## From the Director

### HAAPIness

Over the past several years, the [Hearing Aid Assistance Program of Indiana](#) (HAAPI) has provided hearing aids to Hoosier children ages 3 through high school at a significantly reduced cost. This year the program has an added benefit: coverage of annual audiology visits, including a hearing aid check and new earmolds. This change will encourage families to have an ongoing relationship with their child's audiologist and remind us all of the benefits of this best practice.

Visiting the audiologist at least once per year will help ensure the hearing aids are properly fitted and in adequate working condition to meet the access needs of the child.





**Center for  
Deaf and Hard of Hearing  
Education**

# STAFF SPOTLIGHT

As our newest addition to the Center, Amber will serve as an educational consultant. She 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.



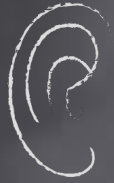
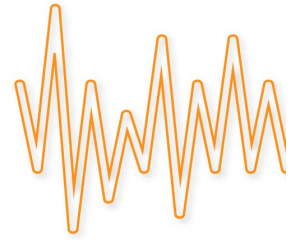
*Amber Byrd*  
Educational Consultant

Amber received her Bachelor of Science degree in special education and deaf education from Ball State University. Amber has come to the Center from Anderson Community Schools, where she originally spent her time as an American Sign Language teacher and most recently as their deaf and hard of hearing coordinator. She has taken students abroad to help them achieve international and diverse experiences. Her favorite trip with students was to Iceland. Amber's passion encompasses not only teaching, but a love of photography and technology. Amber also has an experience as a licensed therapeutic foster parent and adoptive parent of three special needs children. Amber 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*



# SCHOOL RULES



### To do:

- Update consent forms
- Obtain most recent audiogram
- Document all hearing equipment information
- Connect to FM
- Daily [Listening Check & log responses](#)
- Build your care kit

### Organize & track!

Create a spreadsheet to document hearing aid information with: make, manufacturer, serial numbers, and hearing assistive technology

### School care kit must-haves

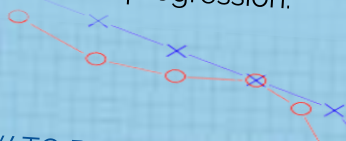
- Battery tester
- Listening stethoset
- [Wax loop](#) cleaning brush
- Earmold/tubing blower
- Alcohol wipes
- Threadable cleaning [floss](#)
- Spare batteries (all sizes)
- Purchase a [care kit](#)

### Communicate!

An updated consent form is essential to maintain close communication with a student's managing audiologist or teacher. Share school and hearing aid updates with each other!

Students should have an updated hearing test at least **once per year!** Some students may require more frequent evaluations if hearing is at-risk for fluctuation/progression.

HOW TO READ AN AUDIOGRAM



### Batteries!

Students must be prepared with extra batteries. Keep a spare pack of batteries in the student's bookbag, the teacher's desk, or the nurse's office, depending on your student's level of independence.

Stay cool at school with these hearing aid tips!



Center for Deaf and Hard of Hearing Education



# BRAIN BUILDERS CORNER EARLY INTERVENTION

## Hybrid Services offered by the CDHHE Network

Virtual service delivery is a valuable and accessible means of service provision for deaf and hard of hearing children and their families. Benefits of this service model include active parent participation (putting the caregivers in the driver's seat) as we apply a coaching model and allowing our network of specialized providers the ability to offer virtual services anywhere in the state of Indiana. Research has shown that children who receive services via tele-intervention (or TI) make as much or more progress than children who receive services through traditional in-person visits ([Blaiser, Behl, Cal-low-Heusser, & White, 2013](#); [Behl, et al 2015](#)). We also recognize the value of in home visits with families to engage in the child's environment and family members. Therefore, we are offering the following hybrid model of service delivery for each family **if** they can participate in virtual sessions.

**NEW REFERRALS:** One of the Initial visits with the family will be in-person whenever possible. If services are authorized as 2x per month or weekly, our standard model would be 25% in person visits and 75% virtual. If services are once monthly the model is 50% in person, 50% virtual.

*If a family is unable to participate in services via a virtual delivery model, we will still provide services and will work with the family to create a plan for effective service provision. In situations where a family requests services through a virtual model only, we will follow that service delivery model to meet the needs of that family.*

For more information about tele-intervention, check out the [Tele-Intervention Resource Guide](#) from the National Center for Hearing Assessment and Management (NCHAM). Central Institute for the Deaf also provides a free electronic resource, [10 Strategies and Tips for Effective Teleintervention Sessions](#).

Supporting Success for Children with Hearing Loss notes the following benefits of tele-intervention:

- Access to qualified providers
- Decreased time constraints
- Increased use of family-centered coaching strategies and family member involvement
- Reduced health-related cancellations
- Promotion of natural environment principles
- Provides opportunities to work as a team

For more information for families and for providers about Tele-intervention, see the free course offerings available from the National Center for Hearing Assessment and Management (NCHAM):



[Tele-Intervention 101—Families](#)

[Tele-Intervention 101—Providers](#)

[Tele-Intervention 101—  
Administrators](#)





# LANGUAGE AND LITERACY CORNER

## Visual Vernacular

### What is Visual Vernacular?

Visual Vernacular (VV) is a **unique physical theatre technique**, with elements of poetry and mime, primarily performed by Deaf artists. By combining these techniques, artists create a very visually exciting and accessible way to enhance storytelling. Visual vernacular is assumed to be understandable across many sign language boundaries. Also it is not able to be translated into spoken language, but it could be written down.

### Who invented Visual Vernacular?

The concept of VV is created by Bernard Bragg, the American Deaf Actor, writer, director, poet, teacher, and artist, known as the 'father of Visual Vernacular,' who passed away on Oct 29, 2018. He is co-founder of the National Theatre of the Deaf (NTD) in 1967 and he had two main purposes of VV: to expose hearing people to the power of sign language in performance and to provide performance opportunities for deaf people.



### What are significant points of VV?

- Diversified/ Expressive form of communication.
- One of the important forms of communication for many deaf people.
- Can be used to reinforce/ enhance/clarify difficult concepts for students/ deaf people.

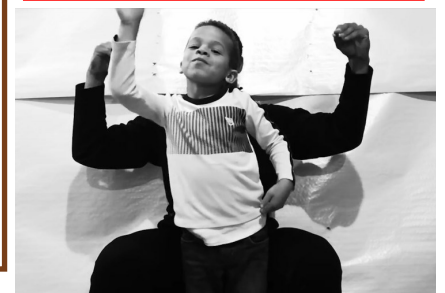
### Who can learn how to use VV?

**Everyone!** There are some people that provide VV workshops. Justin Perez, the Center's Visual Language Specialist, is one of the VV's educators, consultants, and performers.

### What kind of techniques does VV have?

VV has about 15+ techniques. Examples are :

- Gesture
- Classifiers
- Facial Expression
- Role-Playing / Role-Shifting
- Fast/Slow motion
- Zoom in-out
- Visual



### Examples of Visual Vernacular videos (Use your eyes):

- [Truck—Visual Vernacular](#)
- [Visual Vernacular—The Center for Public Television](#)
- [Visual Vernacular Stories: Meet Catbot!](#)
- [The Performance!](#)
- [Deaffest 2012—The Body](#)

Photo Credits: <https://www.apr.org/news/2019-10-18/visual-vernacular-a-different-kind-of-storytelling>



# TACKLIN' Assessment

**T**herapists **A**ctively **C**onsulting & **K**nowledgeably **L**eading **I**ndiana

## Classroom Accommodations for Children with Vestibular Loss

In the [Summer 2021 newsletter](#), we discussed learning challenges associated with vestibular dysfunction in children who are deaf and hard of hearing. Remember that 50% of children with severe/profound hearing levels have some degree of vestibular loss. Children with moderate hearing levels are also at risk, as are children with unilateral hearing loss. The following skills may be negatively affected by vestibular loss:

<b>Visual spatial skills</b>	<b>Response time</b>
<b>Selective visual attention</b>	<b>Balance</b>
<b>Gaze stability</b>	<b>Spatial awareness</b>



### Seating Suggestions

- Sit in an appropriately-sized chair with feet flat on floor
- Use a chair with sides or armrests to provide a sense of boundary for children who have balance or spatial awareness challenges
  - ⇒ Decreases cognitive burden associated with maintaining balance
  - ⇒ May improve response time
  - ⇒ Additional tactile input from armrests—especially for younger children who are still learning to compensate for their challenges

### Walking in Line

- Limit instructions, directions, or learning activities during times of movement and/or transition, as the child may need to concentrate to maintain appropriate distance from others and watch for obstacles while walking
- Position the child in line behind a "reliable" peer who consistently walks well in line and can serve as a visual guide
- Place the child at the front or back of the line to decrease the child's concern about colliding with another child

### Visual Learning Tasks

Rapid head movements may result in brief visual "blurring" due to gaze instability. The student may need to move the head more slowly to prevent "blurring" or may require additional time for "blurring" to resolve for efficient reading

- Allow extra time for the student to copy information from the board or to look from one area of the room to another
- Teacher should stand or sit near visual learning information and/or the interpreter to minimize the amount of rapid head movement required by the student
  - Provide a copy of notes if material is lengthy

### What about Alternative Seating?

Not all children are successful with all types of alternative seating.

- Use traditional seating when teaching new concepts to maximize use of cognitive resources for learning
- If using wobble seats or other moving or unstable seating, keep a stable desk in front of the student (do not use this type of seating for very unsteady students)



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- Consider using beanbag chairs or other types of floor seating
- Rocking chairs with armrests may be suitable for some activities



# TEACHERS' DEN Deaf Educator's Network

## Language Rich Environments ...

### *The other LRE to consider for your DHH students*

## WHAT IS A LANGUAGE RICH ENVIRONMENT?

Ensures the full development of the child.

Is based on the language abilities of the child.

Has an adequate number of role models who are deaf or hard of hearing, including adults.

Takes into consideration the child's hearing level and abilities.

Staffed with certified & qualified personnel trained to work with Deaf and Hard of Hearing children.

Provides full access to support services and the support of informed parents.

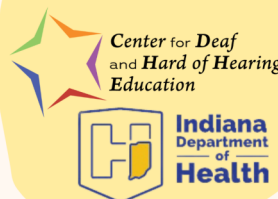
Has a sufficient number of age-appropriate & level peers that share the child's lang. & communication preferences.

Enhances the child's cognitive, social, and emotional development.

Is equipped with appropriate communication and learning technologies.

Provides full access to all curricular & extracurricular offerings customarily found in educational settings.

Access to the general education curriculum with modifications in pedagogy to account for the child's unique language, learning and communication needs



The LRE as in Least Restrictive Environment is most likely the term that you are familiar with, as it is one of the vital components developed in a child's IEP. The least restrictive environment ensures your student has the necessary access in and out of the classroom.

However, have you or your case conference committee considered if your Deaf and Hard of Hearing student's least restrictive environment is also the one providing language rich opportunities?

Check to see if these situations are being covered in their classrooms. If they're not, reach out to your school team to facilitate these opportunities. That way you can make sure their Least Restrictive Environment is truly a Language Rich Environment.

Check out the Center's consideration documents: [Language Rich Environment Considerations](#) and [Least Restrictive Environment Considerations](#) for additional information and brainstorming on these topics.



# Family & Community

Friday

## Stories, Signs, & Snacks:

A Virtual Story Time

PLAY

**\*Friday, October 15, 2021\***

Come join us for a virtual story time!  
**10:30 am to 11:30 am EST**

Set-up a snack and tune in for family story time. Parents, siblings, grandparents, babysitters, aunts, uncles, cousins, and more encouraged and welcomed to join us!

With being virtual, family near or far can join and learn!

Stories will be shared in both ASL and spoken English.

Please RSVP by: 10/14/2021

Language Interpreters available upon request. Please let us know a minimum of 2 weeks in advance. If an interpreter is requested to allow time for scheduling.

Center for Deaf and Hard of Hearing Education

**Come together to \*virtually\* 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.**

**Click Here to RSVP**

**Agenda:**  
**\*Story Time\***  
**\*Meet and Greet for Families to Connect After\***

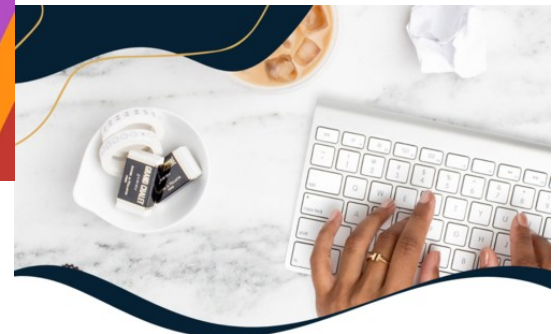
Deaf or Hard of Hearing Children Ages Birth to 6 years old & siblings/cousins of any age.

Questions?  
 KJari Newell \*\*\* [knewell@isdh.in.gov](mailto:knewell@isdh.in.gov) \*\*\* 317-232-0960

## ONLINE ACADEMY

AMERICAN SCHOOL FOR THE DEAF

ALL ways able.



## WHAT'S IN WORD: EXPANDING VOCABULARY FOR DEAF CHILDREN

KIMBERLY SANZO, MS, CCC-SLP, BCS-CL

SATURDAY, OCTOBER 30, 2021  
11 AM - 1 PM EST

REGISTER AT [LANGUAGE1ST.ORG/EVENTS](http://LANGUAGE1ST.ORG/EVENTS)  
 EMAIL [INFO@LANGUAGE1ST.ORG](mailto:INFO@LANGUAGE1ST.ORG) WITH QUESTIONS



**ASHA CE**  
APPROVED PROVIDER

Language First  
Intermediate Level  
20 ASHA CEUs

National Technical Institute for the Deaf (NTID)'s DeaffTEC serves as a national resource for high schools and community colleges that educate deaf and hard of hearing students in STEM-related programs.

<https://deafftec.org/>

# Q&A

## DROP-IN SESSIONS

Advocating for your DHH Child/Students

Hands & Voices ASTra™ Advocates will answer your questions.  
 8:00 p.m. - 9:00 p.m. EST  
 For Spanish language contact [MBarquet@isdh.in.gov](mailto:MBarquet@isdh.in.gov)

**Save these dates:**

**8 - 9 p.m.**  
**Sept. 13th**  
**Oct. 4th**  
**Nov. 1st**  
**Dec. 6th**

Advocates from these states will be present:

Please register at [www.inhv.org](http://www.inhv.org) to receive the Zoom link



# DeafTEC



# The Center of Deaf and Hard of Hearing Education

## Virtual conference: Topics in Pediatric Audiology

November 5, 2021

9:00 a.m.—4:00 p.m.

### **Beyond Amplification**

**Keynote Speaker: Krista Yuskow, Au.D., R. AuD**

Clinical audiologists are not typically able to see the extensive effort of their fittings or mappings at work beyond the clinic walls. While a clinician's window to their patients' daily listening environments is limited to subjective feedback, educational audiologists have the unique opportunity of observing and addressing barriers to auditory access beyond hearing aids and cochlear implants. This session will explore some of those barriers and provide considerations and related strategies. Discussion to include practical technology tips, connectivity considerations in the classroom and ways pediatric/clinical audiologists can support children and educators.

#### **Hearing Assistive Technology (HAT) Classroom Options**

*Allison Soll, Au.D., CCC-A, Pediatric Account Manager, Oticon Inc.*

*Evan Claytor, Au.D. Account Manager Children's Hospitals & Schools, Phonak U.S.*

The best HAT options for the classroom will be reviewed with recommendations and tips for connectivity.

### **Trends In Deaf Education**

*Sarah Kiefer, MA Ed., Deaf Education Coordinator, Center for Deaf and Hard of Hearing*

Update on educational trends for children who are deaf and hard of hearing and discussion of cur-

### **Indiana Deaf Education and Assessments of Language (IDEAL)**

*Bethany Colson, M.A., M.S.D.E., CCC-SLP Executive Director, Center for Deaf and Hard of Hearing*

IDEAL will be reviewed with an emphasis on what audiologists and other providers need to know.

### **Implementation of the "I" in EHDl: What's New with the CDHHE Network**

*Cindy Lawrence, M.A., CCC/A, Early Intervention Coordinator, Center for Deaf and Hard of Hearing*

Learn how EI providers can support audiologists and families' understanding of transition to preschool services, their child's hearing levels and technology use at home and in their everyday routines.

### **Indiana EHDl Audiology Pediatric Diagnostic Guidelines**

*Suzanne Foley, M.A., Au. D., CCC-A, Director, Indiana EHDl Program*

New EHDl audiology guidelines will be presented

**To register for this event, go to:**

[bit.ly/39R12Jc](https://bit.ly/39R12Jc)



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