SUPPORTS FOR LANGUAGE ACQUISITION

This section describes various opportunities for language learning and resources to support those approaches. The impact of hearing levels and various devices to assist with listening are also included. Links to resources for families to access more tools and websites to assist them on their journey are included as well.

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American Sign Language (ASL)

American Sign Language is a natural language that allows people who are deaf and hard of hearing to access information through vision. ASL is used in the United States and many parts of Canada, but it is not a universal language. ASL has its own rules of grammar. Grammar is not only expressed in sign order but also with facial expressions, body movements, and the shape, placement, and movement of the hands.

Just as with spoken languages, ASL has regional dialects that vary throughout the United States and Canada like spoken English (e.g., pop/soda). A person's dialect may show through how they produce sign, their signing space, degree of facial expressions, etc.

When children are learning American Sign Language (ASL), it is important that families learn ASL, too. Additionally, children will learn ASL quicker if they have opportunities to interact and socialize with peers and adults who are fluent users of ASL. For more information on ASL and bilingualism as a communication opportunity:

- https://vl2.educ.ualberta.ca/
- http://vl2parentspackage.org
- https://www.handsandvoices.org/fl3/fl3-docs/maximize-visual-access-tips.pdf

Vernon, M. (2005). Fifty Years of Research on the Intelligence of Deaf and Hard-of-Hearing Children: A Review of Literature and Discussion of Implications. *Journal of Deaf Studies and Deaf Education*, *10*(3), 225–231. https://doi.org/10.1093/deafed/eni024

Some opportunities to learn ASL through taking courses include:

- ASL NYC https://aslnyc.com/
- Gallaudet University – online ASL courses https://www.gallaudet.edu/asl-connect/asl-courses
- Indiana Association of the Deaf – ASL courses https://iadhoosiers.org/asl-program/
- IUPUI ASL Class https://www.iupui.edu/academics/degrees-majors/degree/american-sign-language-english-interpretation-bs-iupui-asleibs
- Indy Language Center https://www.indylanguagecenter.com/asl/index.html
- Vincennes University ASL Class https://www.vinu.edu/web/asl
- Sign School https://www.signschool.com/
- Start ASL https://www.startasl.com/

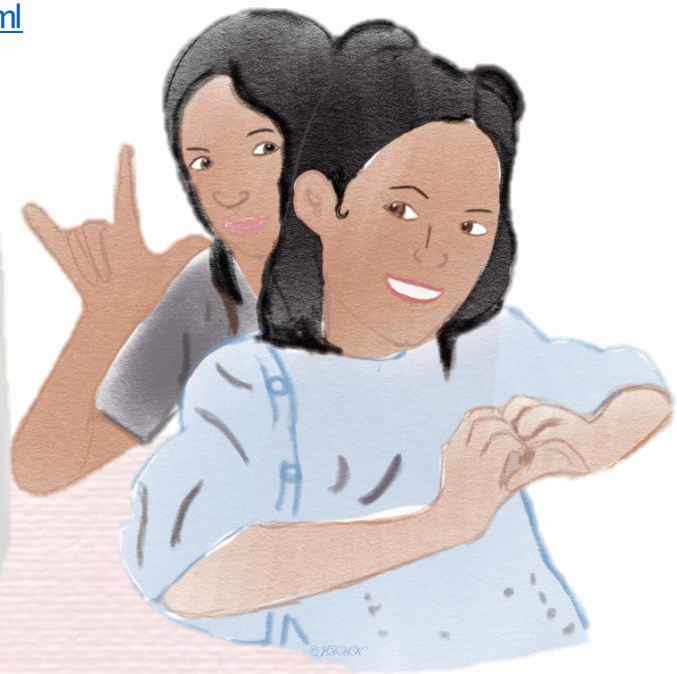
Opportunities for children to learn sign language:

- American Society for Deaf Children – online Deaf Mentor https://deafchildren.org/sign-on/
- Deaf Mentor Program http://www.deaf-mentor.skihi.org/
- Once Upon a Sign – ASL signed stories http://us11.campaign-archive2.com/?u=5f5981615a94b38768c53edbf&id=55c403d012&e=c92131d686
- You Tube ASL Stories – ASL stories for young children https://www.youtube.com/channel/UCYyRpJBseu43EojDdSUcSyA

- For teens:
  - National Deaf Center video game designed for teens to improve their signs https://www.nationaldeafcenter.org/deafverse/index.html

For Spanish-speaking families, some useful resources about ASL:

- https://docs.google.com/document/d/119cuyTybfjq3Fkf457GbV75sswRWe278phB4YRmTTsU/edit#heading=h.1eg5v6hoopvn
- https://www3.gallaudet.edu/clerc-center/info-to-go/multicultural-considerations/resources-spanish.html
- https://youtu.be/9NpI5B8YZaU



Bilingual – Bicultural Education

One methodology for teaching children who are deaf and hard of hearing is Bilingual-Bicultural (bi-bi) education. A bi-bi program uses American Sign Language (ASL) as the first language for children who are deaf and hard of hearing. Written English is the child's second language and is taught at the same time as ASL. Children with access to speech also learn spoken English. For more information about bi-bi, see the National ASL and English Bilingual Consortium on Early Childhood Education; www.bilingualece.org

Online Resources:

- Auditory Technology and its Impact on Bilingual Deaf Education(2015) http://www3.gallaudet.edu/Documents/Clerc/Odyssey/2015_issue/ODYSSEY_SPR2015_Mertes.pdf
- Bilingual Storybook Apps: An Interactive Reading Experience for Children(2015) https://www3.gallaudet.edu/Documents/Clerc/Odyssey/2015_issue/ODYSSEY_SPR2015_HerzigMalzkuhn.pdf
- Bilingualism for Children Who Are Deaf or Hard of Hearing (2016) http://www.raisingandeducatingdeafchildren.org/2016/01/11/bilingualism-for-children-who-are-deaf-or-hard-of-hearing-and-their-families/
- Developing ASL Text in the Bilingual Classroom (2015) http://www3.gallaudet.edu/Documents/Clerc/Odyssey/2015_issue/ODYSSEY_SPR2015_BaerOsbrink.pdf
- Evidence and Evolution: Research and Teachers' Intuition Lead to a Bilingual Program (2012) https://www.gallaudet.edu/Images/Clerc/articles/Odyssey_SPR_2012_Rhoten.pdf
- Indiana School for the Deaf https://www.deafhoosiers.com/about-us
- Success in Two Languages: Focused Programming Provides On-Target Development for Maine Preschoolers (2017) http://www3.gallaudet.edu/Documents/Clerc/Odyssey/2017_issue/ODYSSEY_2017-12_Hopkins.pdf
- Supporting Deaf and Hard of Hearing Preschool Students' Emerging ASL Skills: A Bilingual Approach (2017) http://www3.gallaudet.edu/Documents/Clerc/Odyssey/2017_issue/ODYSSEY_2017-9_Mitchiner_Gough.pdf
- The "Why" And "How" of an ASL/English Bimodal Bilingual Program (2012) http://www3.gallaudet.edu/Images/Clerc/articles/Odyssey_SPR_2012_NussbaumScottSimms.pdf

Webcasts

- Dispelling Myths of Language Acquisition (2016) https://www3.gallaudet.edu/clerc-center/inauguration-event.html
- Language Learning Through Eye and Ear (2017) https://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/language-learning-through-the-eye-and-ear-webcast.html
- Maximizing Language Acquisition: ASL and Spoken English (2016) https://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/maximizing-language-acquisition-webcast.html
- What the Eyes Reveal About the Brain: Advances in Human Language Acquisition-Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Laboratory for Neuroimaging (BL2) (2014) https://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/what-the-eyes-reveal-about-the-brain-webcast.html

Spoken Language

Spoken language is a term used to indicate language that is understood through listening and expressed using voice. Children who are deaf and hard of hearing need access to sound to develop spoken language. Most children who are deaf and hard of hearing will use personal amplification (e.g., hearing aids, cochlear implants, bone anchored hearing aids). Children need to develop auditory skills to develop spoken language skills.

A child using spoken English needs full access to language. You should find an audiologist that understands your child's education and learning needs.

Your child's providers and clinicians needs to know auditory skill development as well as spoken language strategies. They need special training in hearing, language, and deaf education.

Children need to develop listening skills to learn to speak. Parents can keep track of how their child's listening skills are growing.

- First Years - Auditory Learning Guide providing auditory skills that are to be learned in the first four years of listening https://www.psha.org/member-center/pdfs/auditory-learning-guide.pdf
- Integrated Scales of Development https://www.cochlear.com/us/en/professionals/resources/school-resource-center/rehabilitation-resources/integrated-scales-development
- Success for kids with hearing loss auditory skill hierarchy resource http://successforkidswithhearingloss.com/wp-content/uploads/2016/08/Auditory-Skill-Hierarchy.pdf
- Track a Listening Child – guide for language, listening and self-advocacy development https://www.cochlear.com/0f576aaf-45ce-4256-9b3b-e772663bf661/general_rehabilitationresources_earlyintervention_trackalisteningchild(tlc)_en_3.31mb.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE-0f576aaf-45ce-4256-9b3b-e772663bf661-l5rD6NH

To learn more about spoken language for children who are deaf and hard of hearing:

- Cochlear Implant Education Center at the Clerc Center (CIEC) https://www3.gallaudet.edu/clerc-center/our-resources/cochlear-implant-education-center.html
- Educational Planning for Students with Cochlear Implants https://www3.gallaudet.edu/clerc-center/learning-opportunities/webcasts/educational-planning-for-students-with-cochlear-implants-webcast.html
- Gallaudet Clerc Center- Spoken Language Resources https://www3.gallaudet.edu/clerc-center/info-to-go/spoken-language.html
- John Tracy Clinic https://www.jtc.org/pals/en/course-lists/
- John Tracy Clinic https://www.jtc.org/ideas-advice/
- Students who are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills https://www3.gallaudet.edu/Documents/Clerc/s-0032-1326912-Nussbaum.pdf
- Students with Cochlear Implants: Guidelines for Educational Program Planning https://www3.gallaudet.edu/clerc-center/our-resources/publications/students-with-cochlear-implants.html
- The Listening Room https://thelisteningroom.com/
- Thirty Million Words Center https://tmwcenter.uchicago.edu/the-power-of-words/

Listening and Spoken Language

One method for learning spoken language is the Listening and Spoken Language (LSL) approach. This method teaches deaf and hard of hearing children to use spoken language through listening.

The goal for your child is to wear their technology all waking hours. Use of technology to access the full speech sound spectrum is key to this approach. This amount of access plays a role with your child's progress using the LSL approach. Your child's LSL specialist will coach and model LSL strategies with you. Parent participation is another key to the success of this approach.

Some things you will learn during coaching sessions include:

- Directing your child to listen.
- Pointing out a sound and name it.
- Using audition first.
- Expecting a response.
- Describing actions and thoughts.
- Creating an auditory sandwich.
- Asking "What did you hear?".
- Making it easier for your child to listen.
- Expanding your child's communication.

https://www.infanthearing.org/ebook-educating-children-dhh/chapters/7%20Chapter%207%202017.pdf

Listening and Spoken Language (LSL) Specialists are either teachers of the deaf, speech-language pathologists, or audiologists who are specially trained and certified to develop listening and spoken language for children who are deaf or hard of hearing. An LSL Specialist follows developmental models in listening, language, speech, social, and thinking skills. LSL Specialists support and coach parents and caregivers to learn how to teach their children spoken language naturally at home. They may also work in school settings, especially at preschool and elementary levels, to develop spoken language skills that support school-age reading and academics.

To learn more about LSL:

- AG Bell http://www.agbell.org/
- Auditory Verbal Mentoring http://www.auditory-verbal-mentoring.com/downloads/downloads.php
- Hear Indiana http://hearindiana.org/
- Hear to Learn http://www.heartolearn.org/in
- Hearing First-Listening and Spoken Language (LSL) https://hearingfirst.org/
- Laurent Clerc National Deaf Education Center Info to Go https://www3.gallaudet.edu/clerc-center/info-to-go/spoken-language/habilitation.html
- Oír Para Aprender http://oirparaaprender.org/
- St. Joseph Institute for the Deaf https://sjid.org/indianapolis-

Visual Approaches

Visual approaches are:

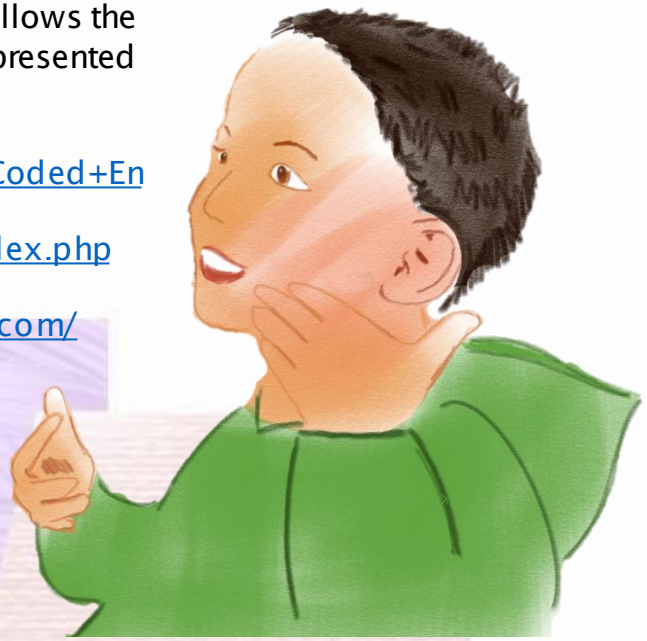
- Cued American English/ Cued Speech (CS)
- Manually Coded English (MCE)/Sign Systems https://www.cdc.gov/ncbddd/hearingloss/parentsguide/building/manual-english.html(CDC)
  - Conceptually Accurate Signed English (CASE)
  - Pidgin Signed English (PSE)
  - Seeing Essential English (SEE 1)/Morphemic Sign System (MSS) https://seecenter.org/
  - Signing Exact English (SEE 2)

Cued American English/Cued Speech is a visual mode of communication in which mouth movements of speech combine with "cues" to make the sounds (phonemes) of traditional spoken languages look different. Cued speech has been adapted to 56 languages and major dialects. It does not require the use of speech or voice to communicate clearly. Cued speech is often used to assist with reading comprehension.
http://www.cuedspeech.org/pdfs/facts/Why-is-Cued-Speech-important-for-the-deaf.pdf

- Cue College http://www.cuecollege.org/
- CueSign Inc. https://www.cuesign.org/
- Daily Cues http://www.dailycues.com/
- National Cued Speech Association www.cuedspeech.org

Manually Coded English is a tool that follows the grammar of spoken English. It is generally presented at the same time a person is speaking.

- Everything2 Manually Coded English https://everything2.com/title/Manually+Coded+English
- Sign.Com Au http://www.sign.com.au/index.php
- Signing Exact English https://www.signingexactenglish.com/



Communication opportunities:

- http://www.gallaudet.edu/clerc-center.html
- http://www.handsandvoices.org/comcon/index.html
- https://www.infanthearing.org/ebook-educating-children-dhh/chapters/2%20Chapter%202%202019.pdf
- https://ncbegin.org/communication-options/

Augmentative/ Alternative Communication (AAC)

Some children who are deaf and hard of hearing may have needs that require additional supports to learn language. Augmentative/Alternative Communication or AAC can be used at any age. AAC can refer to systems used to develop language without technology (e.g., picture system). The term AAC can also mean using electronic devices that generate speech to communicate. There are a variety of options available for communication, including switches and eye gaze systems. A child can use AAC alone to communicate or combined with speech and/or sign. Some children who begin learning language with AAC may not need the support later. Some children will use AAC as their way to express language throughout their lives. To learn more about language and AAC: http://www.everyonecommunicates.org/methods/tech.html

Other useful resources to explore AAC:

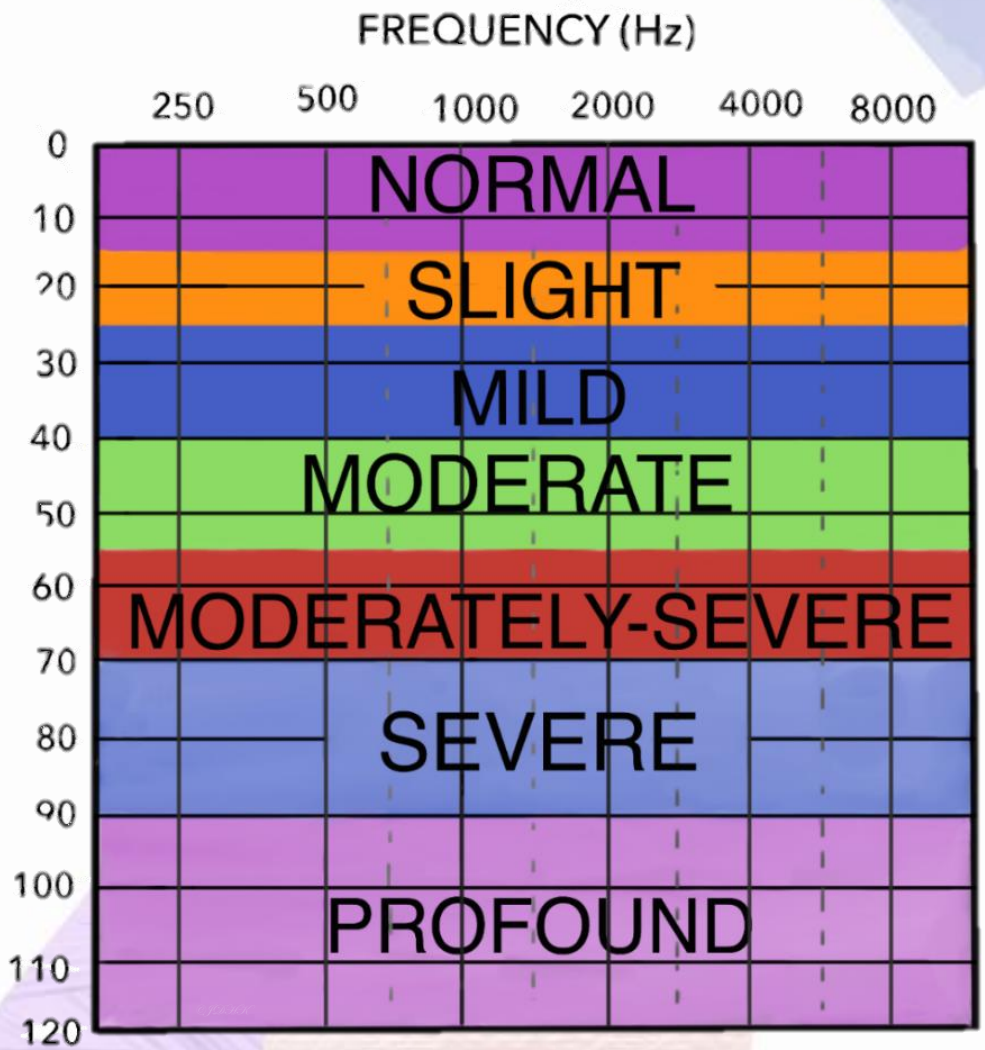
- AAC Institute www.aacinstitute.org
- Aided Language Stimulation https://youtu.be/flFNMky22-U
- Angelman Syndrome Foundation https://www.angelman.org/resources-education/communication-training-series/
- Easterseals Crossroads Assistive Technology Services – lending library for AAC equipment https://www.eastersealstech.com/sample-page/equipment-lending-library/
- Indiana Resource Center for Autism IU Bloomington https://www.iidc.indiana.edu/pages/visualsupports
- Promoting Achievement through Technology and Instruction for all Students https://www.patinsproject.org/
- United States Society for Augmentative & Alternative Communication https://ussaac.org

Hearing Levels - Degrees of Hearing Loss

The impact different hearing levels have on a child varies greatly. The impact may be related to the degree of hearing loss and how it affects a person's ability to hear speech. The amount of hearing loss is shown by hearing thresholds that are marked on an audiogram. A hearing threshold is the softest level a person can hear a specific sound. Thresholds are usually measured for pure tones or speech. Thresholds marked toward the top of an audiogram indicate responses to softer sounds and those toward the bottom indicate louder sounds. Hearing thresholds are described as ranging from slight to profound.

An **audiogram** is a graph that shows the softest sounds a person can hear at different pitches or frequencies.

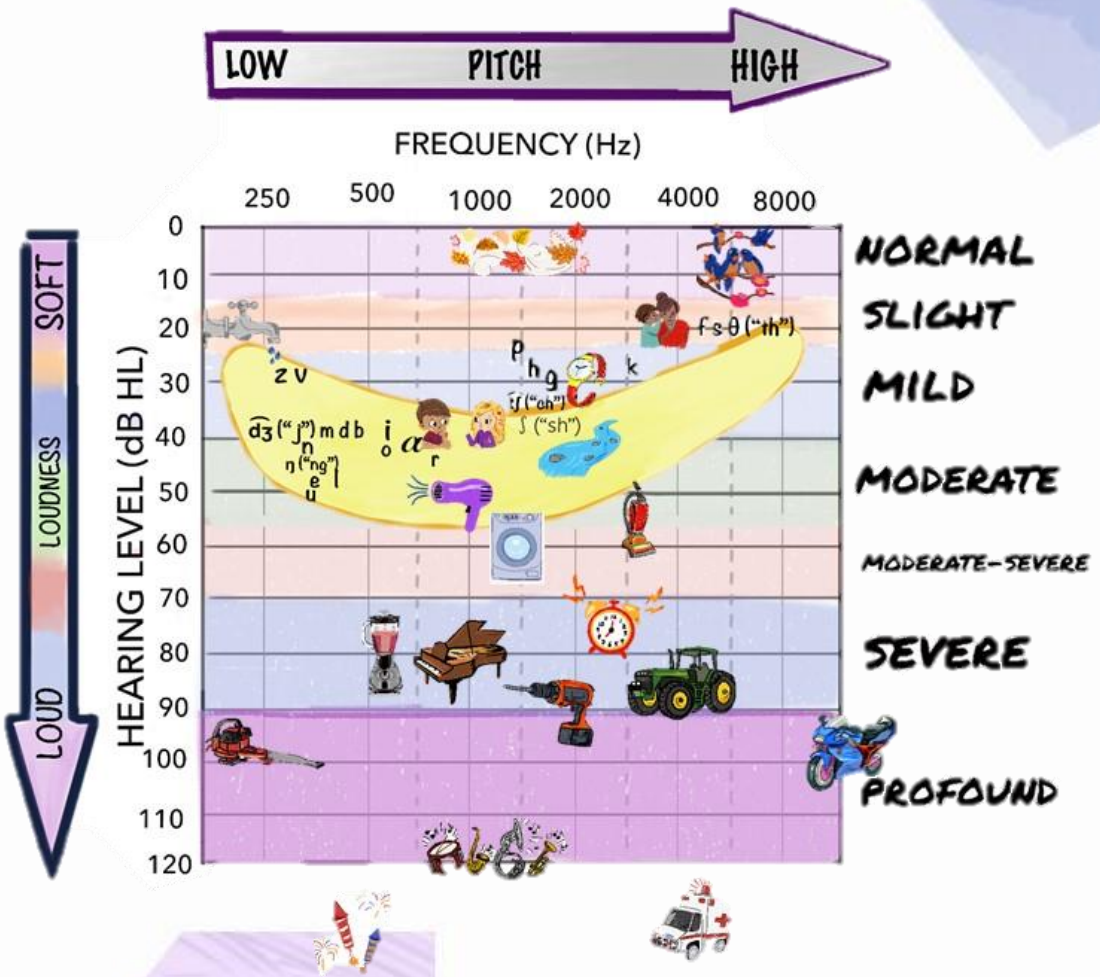
The **hearing threshold** is the sound level below which a person's ear is unable to detect any sound.



Hearing Loss - Impact

The impact of the hearing loss is often predicted by the degree, configuration, and amount of speech information that can be heard.

- Children who have hearing levels in the mild range generally have difficulty hearing soft speech and speech from a distance.
- Children who have hearing levels in the moderate range generally have difficulty hearing speech at a comfortable voice level, even when the person speaking is close to them.
- Children who have hearing levels in the severe range may only hear very loud speech and environmental sounds.
- Children who have hearing levels in the profound range may hear little without personal hearing devices.



To better understand how to relate this familiar sounds audiogram to your child's hearing levels: https://www.jtc.org/wp-content/uploads/2015/11/Audiogram_What_Does_Child_Hear.pdf

Amplification - Purpose

Amplification allows children who are deaf and hard of hearing to hear environmental sounds and speech at softer loudness levels than possible without assistance. To develop listening and spoken language, consistent auditory access is essential. Without amplification, children may miss important auditory information that helps them to learn about their environment and communicate with people in their lives. For children who are deaf and hard of hearing, auditory access may be provided through various types of amplification.

Amplification consists of hearing aids (traditional or bone-anchored), cochlear implants, and other assistive technology, which increase the loudness or the individual's access to sound. Depending on the type and severity of a child's hearing loss, a specific style of amplification may be recommended.

Amplification - Types

If a child has a long-standing hearing loss with typical outer/middle ear structures, an audiologist may recommend:

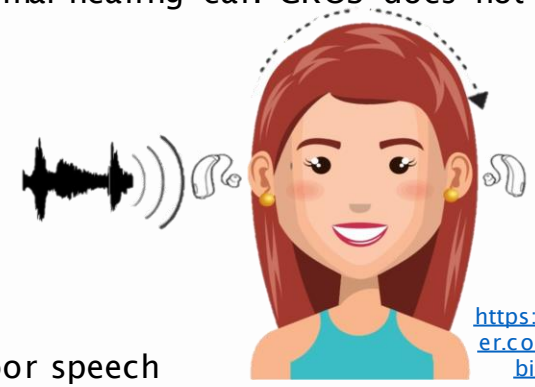
Traditional Hearing Aid: device designed to amplify (make louder) sounds and send them down the ear canal. Traditional hearing aids are placed behind the pinna (outer ear). The amplified sounds travel through the typical hearing system (ear canal, ear drum, middle ear space, cochlea).

Amplification - Types

If a child has a severe to profound hearing loss or poor speech understanding in *one* ear with normal hearing in their other ear, an audiologist may recommend the following.

Contralateral Routing of Signal (CROS): a device designed for individuals with normal hearing in one ear and little to no benefit from a hearing aid in the other ear. One device (transmitter) is worn on the ear with hearing loss; another device (receiver) is worn on the ear with normal hearing. Sound is sent from the transmitter to the receiver in the normal-hearing ear. All sound is presented to the normal-hearing ear. CROS does not restore hearing to the ear with hearing loss.

CROS may be recommended for individuals with single-sided deafness.



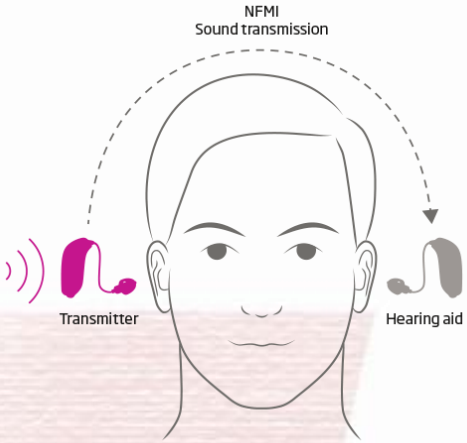
https://www.hearinginsider.com/what-is-a-cros-or-bicros-hearing-aid

Single Sided Deafness (SSD): unaidable hearing loss in one ear and normal hearing in the opposite ear; ear may be considered unaidable due to degree/severity of hearing loss or poor speech perception.

If a child has a severe to profound hearing loss or poor speech understanding in *one* ear with a hearing loss in his or her other ear, an audiologist may recommend the following.

BiCROS: like CROS, one device (transmitter) is worn on the ear that receives little to no aided benefit; another device (receiver/hearing aid) is worn on the better-hearing ear. Sound is sent from the transmitter on the poorer hearing ear. The device on the better-hearing ear receives the signal and amplifies it to an audible level. It is both a hearing aid and a receiver. All sound is presented to the better-hearing ear.

BiCROS may be recommended for individuals with bilateral hearing loss when one ear is unaidable.



https://www.oticon.com/solutions/cros

Amplification - Types

If a child has hearing loss caused by abnormal outer/middle ear structures (microtia/atresia) or function (recurrent middle ear fluid), an audiologist may recommend the following.

Bone Anchored Hearing Aid (BAHA): this device is worn on the mastoid (bony space behind the ear). The bone conduction hearing aid converts sound to vibrations. These small vibrations are sent through the bone directly to the cochlea, without traveling through the ear canal or middle ear space.

The audiologist may set this device for placement on a different position on the head.

This device may also be recommended for single-sided deafness.

If a child has hearing loss and does not receive significant benefit from traditional hearing aids, an audiologist may recommend the following.

Cochlear Implant: this device sends sound from a speech processor worn behind the ear to an electrode array that is surgically placed inside the cochlea. The electrode array electrically stimulates the hearing nerve, without sound traveling through the ear canal, middle ear, or inner ear.

Literacy

Your child who is deaf or hard of hearing needs to develop good literacy skills. Several resources are available with tools to help you teach your child to read.

Children who read well have parents who read to them every day, no matter how old. When reading to a child who is deaf or hard of hearing, some tips include:

- **Pause to allow your child to look at the pictures before reading. Wait for your child to look up for visual cues (lip reading, cueing or signing).**
- **Prop the book so your hands are free to point, gesture, sign, etc.**
- **Sit so you are eye level with your child.**
- **Use lively facial expressions and sign/voice to keep your child's interest.**
- **Sign/talk about vocabulary within the context of the story.**
- **For younger children, read the same story all week.**

Visual Phonics is a tool that provides handshapes which give a visual representation of phonics used in reading. When learning to read, some students who are deaf and hard of hearing benefit from pairing sounding out an unknown word with a handshape cue. http://seethesound.org/

- Advanced Bionics – Literacy strategies for parents to use with young children https://www.advancedbionics.com/content/dam/advancedbionics/Documents/libraries/Tools-for-Toddlers/development-of-hearing-speech-language/Literacy-Strategies.pdf
- Described and Captioned Media Program (DCMP) https://dcmp.org/
- Hands and Voices
  - https://handsandvoices.org/fl3/fl3-docs/parent-take-aways/parenttake-aways_02-early-literacy.pdf
  - https://handsandvoices.org/fl3/topics/lang-lit-soc-development/literacy.html
  - https://www.handsandvoices.org/fl3/fl3-docs/parent-take-aways/parenttake-aways_02-early-literacy.pdf
- Hearing First
  - https://www.hearingfirst.org/listening-reading-connection/reading-aloud
  - https://www.hearingfirst.org/listening-reading-connection/early-start-to-reading
- Laurent Clerc National Deaf Education Center Info to Go: General Considerations to Support Literacy Development https://www3.gallaudet.edu/clerc-center/info-to-go/literacy/strategies-to-support-literacy.html
- Laurent Clerc National Deaf Education Center Info to Go: Literacy https://www3.gallaudet.edu/clerc-center/info-to-go/literacy.html
- Med-el: 10 Tips for Reading to Your Child Cochlear Implant Recipient https://blog.medel.com/10-tips-reading-child-cochlear-implant-recipient/
- VL2 Language and Literacy https://www3.gallaudet.edu/clerc-center/info-to-go/asl/summary-vl2-research-briefs.html

Self-Advocacy and Self-Esteem

Children who are deaf and hard of hearing need to advocate for their own access needs as they grow. Some resources to help parents track self-advocacy skills include the following.

- Iowa's Expanded Core Curriculum for Students who are Deaf or Hard of Hearing https://educateiowa.gov/documents/deaf-and-hard-hearing-education/2020/03/expanded-core-curriculum-ecc-students-who-are-deaf
- Minnesota Compensatory Skills Checklist for Students with Hearing Loss – a resource for track a student's self-advocacy skill development in a variety of domains http://bit.ly/2GpgSN6
- Student Expectations for Advocacy & Monitoring (SEAM) Listening and Hearing Technology – a checklist to track students' self-advocacy as it relates to technology and interpreting needs http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SEAM-for-School-Success.pdf
- Success for Kids Self-Advocacy for Students who are Deaf or Hard of Hearing http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Lesson-1.pdf

Children who are deaf and hard of hearing perform better academically when they have positive self-esteem and good social-emotional health. Children feel good about themselves when they feel like they fit in with a group. They perform better in school when they are not isolated and have a strong group of friends with whom they can communicate with directly. In addition to learning to accept and celebrate their uniqueness, the ability to socialize with peers who are deaf and hard of hearing is greatly beneficial.

Opportunities for interaction with peers who are deaf and hard of hearing

- Deaf Youth Sports Festival, Inc. https://www.mdoyouth.org/
- Gallaudet University – year-round programs for youth to participate or join https://www.gallaudet.edu/youth-programs
- Indiana Association of the Deaf – Facebook page that will post community events https://www.facebook.com/IADeafHoosiers/
- Indiana Deaf Camp – Summer camp in northern Indiana that uses ASL http://indeafcamps.org/
- Laurent Clerc National Deaf Education Center – list of summer camps nationwide http://www3.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/summer-camps.html
- Listening and Spoken Language Camp http://www.hearindiana.org/camp
- National Technical Institute for the Deaf/ Rochester Institute of Technology – techboyz camp and techgirlz camp for boys or girls entering 7th, 8th, or 9th grade who are interested in science, technology, engineering, and math https://www.rit.edu/ntid/techboyz/ https://www.rit.edu/ntid/techgirlz/

Early Intervention

Your child who is deaf or hard of hearing can receive support through the Individuals with Disabilities Act (IDEA), Part C (early intervention). https://www.in.gov/fssa/4655.htm
Some resources to help you with the First Steps journey are below.
https://www3.gallaudet.edu/clerc-center/info-to-go.html

Early language planning information

- Communication Planning Guide for Students Who Are Deaf or Hard of Hearing (Outreach Center for Deafness and Blindness, Ohio Center for Autism and Low Incidence) https://deafandblindoutreach.org/communication-planning-guide-hh
- https://www.handsandvoices.org/resources/pubs/Final_8-30-2017.pdf
- Making a Plan: IFSP Considerations for children who are Deaf and Hard of Hearing (CDC) https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf
- The Radical Middle (DHH) http://radicalmiddledhh.org/
- Tools for Developing Communication Plans: Louisiana https://www.louisianabelieves.com/docs/default-source/academics/tools-for-developing-communication-plans.pdf?sfvrsn=48198c1f_12

Online resources:

- https://www.agbell.org/Families/Early-Intervention
- https://www.babyhearing.org/language-learning/how-early-intervention-helps
- Early Intervention Network: Supporting Linguistic Competence for Children Who Are Deaf or Hard of Hearing https://www.gallaudet.edu/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing.html
- https://www.infanthearing.org/ehdi-ebook/2020_ebook/18%20Chapter18EarlyIntervention2020.pdf
- Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf and Hard of Hearing (2016) https://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion.html

School Age

Some tools that may help you with the school journey are included in the special education law section of this resource. You may also want to see:

- Advanced Bionics Tools for Schools - a resource for teachers for activities and information https://advancedbionics.com/sg/en/home/support/tools-for-schools.html
- Boston Children's Hospital Deaf and Hard of Hearing Program Resources http://www.childrenshospital.org/centers-and-services/programs/a-_-e/deaf-and-hard-of-hearing-program/patient-resources
- Charting the Life Course Framework https://www.lifecoursetools.com/
- Emergency Evacuation Planning Guide for People with Disabilities https://www.in.gov/isdh/files/Emergency_Evacuation_Planning_Guide_for_People_with_Disabilities.pdf
- Supporting Success for Children with Hearing Loss – resources for parents and educators, including transition and communication strategy materials http://successforkidswithhearingloss.com/

If your child needs an interpreter to provide communication access, there are resources to find support. To read the Indiana Department of Education's information on Educational Interpreters: https://www.doe.in.gov/licensing/educational-interpreter-certificate-applicants.

Other interpreting resources:

- Indiana Family and Social Services Administration, Deaf & Hard of Hearing Services - This site has an extensive list of resources for interpreting services, interpreted events, and social opportunities for deaf and hard of hearing residents of the state of Indiana www.dhhs.in.gov.
- Classroom Interpreting; Boystown - Supports educational teams K-12 supporting deaf and hard of hearing students who use educational interpreters to access education and social interaction https://www.classroominterpreting.org.
- Classroom Interpreting For Students Who are Deaf or Hard of Hearing; Laurent Clerc National Deaf Education Center - A series of guides for parents, professionals, and students https://www3.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html.

Eventually, your child will progress through school and become an adult. It is useful to meet the family's goals for their child if thoughts to the future occur earlier rather than later during their child's education. Families can set goals for the future using person-centered planning (PCP). In other words, determining hopes and objectives and mapping the steps needed to meet those goals. For more information on PCP: https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp
http://mn.gov/mnddc//extra/publications/choice/Its_My_Choice.pdf

Some resources that may help with transition:

- Deaf and Hard of Hearing Services https://www.in.gov/fssa/ddrs/2637.htm
- Disability Rights ADA and higher education information https://www2.ed.gov/about/offices/list/ocr/transition.html
- Indiana Secondary Transition https://instrc.indiana.edu/
- Indiana State Department of Health secondary transition resource manual http://www.in.gov/isdh/files/Indiana_Secondary_Transition_Resource_Manual.pdf
- Milestones Autism Resources - General self-advocacy skills and link to life binder to assist with successful transition http://milestones.org/individuals-with-asd/self-advocacy/
- National Deaf Center – a transition resource for deaf or hard of hearing teens to assist with moving from high school to vocation or college www.nationaldeafcenter.org
- Phonak Guide to Access Planning Checklist of skills needed for transition into post-secondary life https://www.phonak.com/us/en/support/children-and-parents/planning-guide-for-teens.html
- The Royal Children's Hospital Melbourne – a Healthcare Skills Checklist providing information on what students will need to learn in order to manage their own health as an adult http://www.rch.org.au/uploadedFiles/Main/Content/transition/Adolescent_Transition_checklist_1.pdf
- Transition portfolio Guidance Document https://docs.google.com/document/d/1eqpW_aOQzgl1iy4R957WpPGPyn7oWpbBDaxZc7syFXQ/edit
- University of Minnesota Deaf/Hard of Hearing Post-Secondary Competency Skills Checklist http://www.cehd.umn.edu/DHH-Resources/Transition-Guide/resources/Post%20SecondaryCompentency%20Skills.pdf
- Vocational Rehabilitation https://www.in.gov/fssa/ddrs/2636.htm

Other Supports

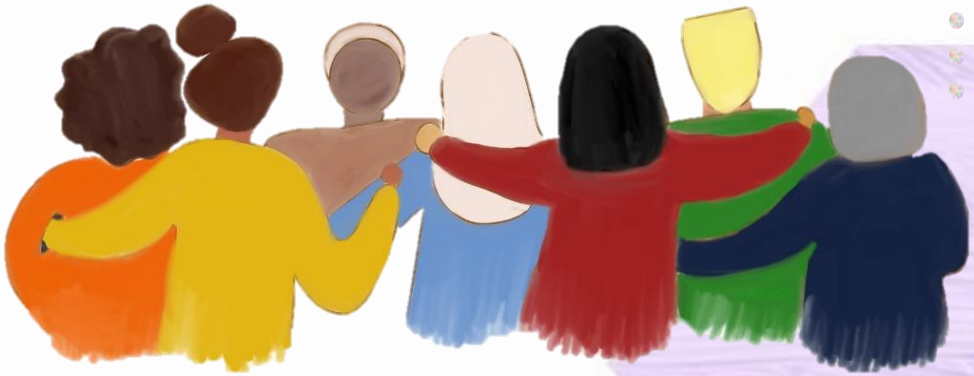
You can find the most current information on the Center website: www.cdhhe.isdh.in.gov.

Indiana resources for individuals who are deaf and hard of hearing:

- https://www.in.gov/fssa/files/DHHS%20Resource%20Directory.pdf
- https://www.in.gov/isdh/files/Indiana_Family_Resource_Guide.pdf
- https://www.in.gov/isdh/files/How_hearing_loss_is_diagnosed_in_infants_and_children.pdf
- https://www.in.gov/isdh/files/Descriptions_of_Hearing_loss.pdf
- https://www.in.gov/isdh/files/Services_for_Children_with_Hearing_Loss.pdf
- https://www.in.gov/isdh/files/Risk%20Factor%20Information%20-Progressive%20Hearing%20Loss.pdf
- https://www.in.gov/isdh/files/Comprehensive%20and%20Limited%20Audiology%20Provider%20Facilities.pdf
- https://www.haapindiana.org/

Indiana parent and support organizations:

- About Special Kids
  - https://www.aboutspecialkids.org/about-ask/who-we-are/history/
  - https://www.aboutspecialkids.org/en-espanol/
- Hands & Voices
  - Indiana http://www.inhandsandvoices.org/
  - National http://www.handsandvoices.org/
  - Spanish https://www.handsandvoices.org/resources/espanol/index.htm
- Hear Indiana http://hearindiana.org/
- IN*Source
  - http://insource.org/
  - http://insource.org/espanol/

National parent and support organizations:

- AG Bell Family Resources https://www.agbell.org/Families/Family-Resources
- American Society for Deaf Children http://www.deafchildren.org/
- Baby Hearing Parenting and Support
  - https://www.babyhearing.org/parenting
  - https://www.audiciondelbebe.org/
- Gallaudet Parent Advocacy App https://www.gallaudet.edu/parent-advocacy-app
- Hearing First https://hearingfirst.org/
- My Deaf Child https://www.mydeafchild.org/#welcome
- National Association of the Deaf www.nad.org