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CONNECTIONS

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

The Center for Deaf and Hard of Hearing Education Mission: To promote positive outcomes for all Deaf and Hard of Hearing children in Indiana through information, services, and education.

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From the Director

Share your success story!

Attention all deaf and hard of hearing Hoosiers ages 18 to 30: We need you!

Did you grow up in Indiana? Are you willing to share your story (education experiences, hobbies, post-high school ventures)? Help us show what success looks like to deaf and hard of hearing teenagers along with their parents, as well as families of recently identified DHH children!

Our Center and the Indiana Early Hearing Detection & Intervention (EHDI) program are creating a video [similar to this one out of British Columbia](#) to help us showcase how success can be defined in a wide variety of ways by deaf and hard of hearing individuals here in Indiana.

Answer the call by filling out this invitation: <https://bit.ly/YADHH>.





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

STAFF SPOTLIGHT



Kayla Whitaker, Au.D. CCC-A

We welcomed Kayla Whitaker to our staff in November as the newest addition to the Audiology team at the Center. She comes to us from Connecticut Children's Medical Center. Kayla has roots in the Midwest. She is originally from Dayton, Ohio and received her Bachelors of Science and her Doctor of Audiology degrees from the University of Cincinnati.

Kayla has experience serving on or working alongside the Early Hearing Detection and Intervention taskforces in multiple states, including Connecticut, Ohio, and Tennessee. She strives to provide excellent audiological services and to guide families through the process of hearing aid selection and the daily use of amplification through open communication, teamwork, and maintaining a positive environment for all children and their families. Kayla is an expert at working with children of all abilities.

fun facts

- **Kayla and her husband have three cats at home: Benny, Beau, and Jeff**
- **Kayla loves to cook and bake**
- **Kayla enjoys making pottery and painting with watercolors**



SOUND ADVICE

Audiology



Listening is tiring!

Dr. Krista Yushow, an expert in educational audiology, shared considerations for helping deaf and hard of hearing children combat listening fatigue in the classroom at the second annual Topics in Pediatric Audiology Conference, hosted by the Center in Nov. 2021.

What is listening fatigue?

In order to understand speech, deaf and hard of hearing children must use more brain power for listening than other children. Their brain has to work harder to process the same information. This causes an increase in stress and eventually, fatigue! ¹

Hearing aids

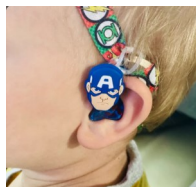
Hearing aids improve listening and speech comprehension in quiet listening environments, which helps decrease listening fatigue.

- Encourage all day use of hearing aids, no matter the severity of hearing loss. Severity of hearing loss does not determine educational impact!
- Pick bright and fun colors to promote acceptance and pride in their identity.

If your child removes their hearing aids for 1 hour per day that equals:

1 day of lost hearing per week	8 weeks of lost hearing per year	Over 13 years of schooling = 2.5 years of lost hearing
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- Ask your audiologist for fun stickers to put on hearing aids.
- Check out hearing aid earrings and charms on Etsy.



²

"When you are hard of hearing you struggle to hear; when you struggle to hear you get tired; when you get tired you get frustrated; when you get frustrated you get bored; when you get bored you quit"

-Pichora-Fuller (2003)

- **Personal remote microphone systems**
Hearing aids provide excellent benefit when your child is close to the speaker. As distance and background noise increase, additional technology is needed to hear and understand speech.
- Direct microphones transmit the speaker's voice directly to hearing aids, which help reduce the negative effects of distance and background noise.
- Use in noisy environments like grocery stores or restaurants, or when your child is in a stroller in order to provide the best access to speech in all environments!



³

- **Pre-teaching**
What is pre-teaching? Teaching knowledge, vocabulary, and skills before an experience so that your child will be able to learn more from new experiences
- **Why do we pre-teach?** Hearing loss makes it more difficult to learn language through listening. Children with delayed language may not be familiar with certain vocabulary words or labels.
- **How do we pre-teach?** Introduce key vocabulary and concepts before the experience
- **Example:** Before a trip to the grocery store, go over items that you will be shopping for and explain their use. For example: "Today we need to buy laundry detergent. Laundry detergent helps us wash our clothes to make them clean!"



BRAIN BUILDERS CORNER EARLY INTERVENTION

Snuggle up this winter with books

Many parents and caregivers think that children need to be able to sit, listen, and turn pages before sharing books with our youngest children. However even newborns benefit from having a caring adult share a book with them. Children feel a sense of security and safety when being held and enjoy hearing your voice and/or seeing your signs and facial expressions as you describe pictures or read a story.



Don't worry how attentive they are, just share books with your baby/toddler. As a baby becomes older they will begin to interact with the books by chewing on them and feeling textures on pages. They will eventually begin turning the pages and then label pictures and "retell stories" you have shared with them. At each age, sharing a book has a different way of impacting your child's brain development. Most of all, enjoy cuddling up with your baby or toddler while introducing them to a love of books that will last their lifetime.

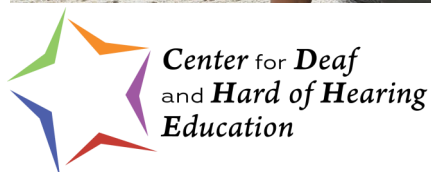
Reading aloud every day for at least 15 minutes to "feed your child's brain" building vocabulary, growing pre-literacy skills and developing social-emotional bonds.

Learn more at ReadAloud.org.



Resources with tips and ideas:

- ⇒ [15 Principles for Reading to Deaf Children– strategies for reading aloud in American Sign Language](#)
- ⇒ [FL3 Parent Tips Sheet: Early Literacy Development](#)
- ⇒ [Growing Listening, Language and Literacy Skills](#)
- ⇒ [CDHHE IDEAL Parent Document Milestones](#)



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Join us for our monthly virtual story time:

Stories. Signs. & Snacks

Not on the email list? Email cdhhe@isdh.in.gov to be added!



LANGUAGE AND LITERACY CORNER

The educational interpreter's role in literacy development

Reading, writing, and language are interrelated skills. Development of one heavily relies on the development of the others. When an educational interpreter is a member of your child's educational team, they play a significant role in their development of literacy.

This support starts with a **good foundation**. An educational interpreter in the state of Indiana should have at least a high school diploma or equivalent and hold and maintain either Registry of Interpreters for the Deaf (RID) certification or an Educational Interpreter Performance Assessment (EIPA) rating of 3.5 or higher. In addition, the interpreter should have access to and a good understanding of the IEP goals and objectives of the students for whom they interpret.

If a student is unable to process information presented in a signed and/or spoken language, it is highly likely that they will be unable to read it. The educational interpreter is often the only professional in the child's educational setting that can identify breakdowns or gaps in a child's signed language development.

When these gaps/breakdowns are identified, the educational interpreter should be working in tandem with the classroom teacher, speech language pathologist, and teacher of the deaf

TIPS

The Laurent Clerc National Deaf Education Center provides these **tips** that an educational interpreter can employ to support reading aloud in the classroom:

- ⇒ **Use appropriate pausing** and allow the students to take in the book visually so they can see the English text and illustrations on the pages.
- ⇒ **Highlight key vocabulary** or phrases within the story visually on the blackboard, overhead, or laptop connected to a projector or television.
- ⇒ **Give the student a copy of the book** for reference during the read-aloud.
- ⇒ For read-aloud time with student participation, have the interpreter **confirm where the group is within the text** to assure the student who is deaf or hard of hearing is in the appropriate place.

Educational interpreters have the **benefit** of close and frequent contact with students. Leveraging their time and expertise can be a **powerful tool** to attaining a major goal of education – **language and literacy proficiency**.



Resources

- [Classroom Interpreting- Home Page](#)
- [Classroom Interpreting- EIPA](#)
- [Indiana Chapter of Registry of Interpreters for the Deaf](#)
- [Indiana Department of Education: Educational Interpreter Certificate Applicants](#)
- [Laurent Clerc National Deaf Education Center- About: Strategies and Tips to Support the Development of Literacy](#)
- [Registry of Interpreters for the Deaf, Inc.](#)
- [Skills and Qualifications Needed to Work as an Educational Interpreter](#)





TACKLIN' Assessment

Therapists Actively Consulting & Knowledgeably Leading Indiana

Social-Emotional Development: Nurturing the Mind

Children who are deaf or hard of hearing may have significant delays in acquiring social-emotional skills, including [Theory of Mind](#), due to a lack of adequate access to language

Check out these [Early Social-Emotional Development skills and tips!](#)

Deaf children can become socially and emotionally competent if given the same opportunities as hearing children to develop self-awareness, independent thinking, and good problem-solving skills over the course of their development.

Calderon & Greenberg, 2003

Resources for social-emotional skill development

[Hands & Voices—Can We Teach That? Social/Emotional Skill Development](#)

[Supporting Success for Children with Hearing Loss—Improving Your Child's Social Skills](#)

[VL2 Research Brief—Raising the Whole Child: Addressing Social-Emotional Development in Deaf Children](#)



Verywell / JR Bee

Excerpt from *Deaf Children Need Language* (Hall, M.L., Hall, W.C., & Caselli, N.K., 2019): "**Language deprivation** is a phenomenon so rare among hearing children that it is seldom seen...Put differently, when a hearing child demonstrates delayed or incomplete mastery of a first language, it is almost never due to a lack of accessible input; rather, it is typically a sign of an underlying language disorder. In contrast, with a DHH child, delayed/incomplete mastery of a first language is far more likely to result from a simple lack of fully accessible input." (Geers, Nicholas, Tobey, & Davidson, 2016; Hauser, Quinto-Pozos, & Singleton, 2015; Mason et al., 2010; Morgan, Herman, & Woll, 2007; Quinto-Pozos, Forber-Pratt, & Singleton, 2011; Quinto-Pozos, Singleton, & Hauser, 2017).



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...language proficiency, whether in sign or speech, is crucial for the development of healthy EF.

Hall et al., 2018 Executive Function in Deaf Children



TEACHERS' DEN

Deaf Educator's Network



Enabling live closed captions

Great advancements in the realm of closed captions are now being integrated directly onto our browsers and even for newer mobile devices. If your student has a Chromebook, or the ability to download Google Chrome as their internet browser, this feature is available in a few simple steps.

Google Chrome live captions:



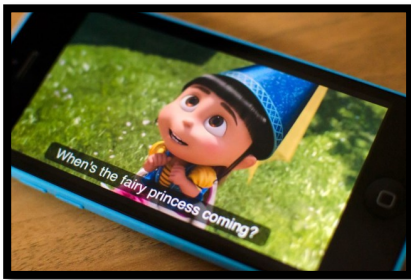
1. Open the Chrome browser on your computer (download may be required).
2. At the top right, click the three dots and select **Settings**.
3. Click the **Advanced** arrow to display additional settings.
4. Under **Accessibility**, turn on **Live Caption**. Once turned on, automatic captions will display when audio is detected.

iOS subtitles and closed captions:

1. Launch the **Settings app** on your iPhone or iPad.
2. Tap on **General**
3. Tap on **Accessibility**
4. Under the **Hearing section**, tap on **Subtitles & Captioning**.
5. Turn **On** the option for **Closed Captions + SDH**. Tap on **Style** in order to customize closed captions on your device.

Android live captions:

1. Open **Settings**
2. Tap **Sound** then on **Live Caption**. Under Settings, you can find or change these settings: Turn Live Caption on or off. Hide or show profanity. Hide or show sound labels, such as laughter and applause. Hide or show the Live Caption icon in volume control.



TURN ON
CAPTIONS
TURN ON
READING



BENEFITS OF CLOSED CAPTIONS

Captioning and subtitles can help strengthen the following reading skills of students with learning disabilities, ELLs, and struggling or beginning readers:

- Reading speed and fluency
- Word knowledge
- Decoding
- Vocabulary acquisition
- Word recognition
- Reading comprehension
- Oral reading rates



Research has shown that watching videos appears to have a positive impact on comprehension skills, and combining viewing with text or captions appears to boost vocabulary acquisition, addressing skill deficits of struggling readers.

Scan here to read more:
ReadingRockets.org





Family & Community



Navigating Special Education Today

Join us for this special four-part series that will help you understand your child's educational rights and work effectively with school personnel to maximize your child's educational opportunities.

In this webinar series, you will learn:

- What to expect in the special education process
- How an Individual Education Plan (IEP) is created
- What procedural safeguards are available to you
- Skills for effective advocacy
- How to resolve disputes

This is a great workshop for anyone that is new to special education and a great refresher for others.

Dates: Thursdays, February 3, 10, 17 & 24

Time: 7:00 - 9:00 pm (Eastern)

Presenters: Cheri Dowling & Kelly Meissner

Platform: Zoom

Cost: \$75

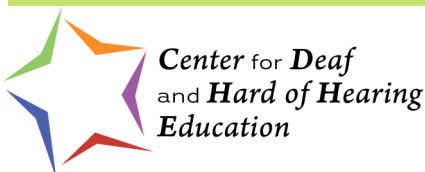
**ASDC members, save \$25 on registration.*



Our IDEAL Parent Document now includes Spanish language milestones: [Spoken Spanish Language Developmental Milestones - English Version](#) / [Spoken Spanish Language Developmental Milestones - Spanish Version](#)



Indiana Association of the Deaf virtual American Sign Language classes start in January! [REGISTER HERE](#)



Welcome
Virtual Waiting Room

In a world that has gone virtual, welcome to the Hands & Voices HQ Virtual Waiting Room. Please spend some time, look around, and explore all that is possible for your child and family.



Family & Community



8 Reasons to say YES to Early Intervention for your child who is Deaf/Hard of Hearing (D/HH) ...What are you waiting for?

1. *Early Intervention is worth the time

Early Intervention (EI) will help you incorporate language development and needed supports for your child into your daily routines.

Research shows early involvement can help your child avoid language delays. Starting EI now will help you and your child on the path to future success.

2. We are in this together

Feeling overwhelmed or isolated? Professionals and other parents of D/HH kids can share this journey with you and support you. A whole community is ready to embrace you. Hearing other families' experiences can help you think ahead through your own journey.

3. Early Involvement will help your other family members

As you understand your own child's needs through EI, your child's siblings, extended family, friends and neighbors can learn to better communicate with and include your child. If your circle of support is small, EI helps build a larger circle to surround your family.

5. Facing your fears will bring freedom

You may feel like you don't know anything about what being D/HH might mean for your child. You may not see your family as part of this world. A "new normal" can be a life of joy, and better than imagined.

4. There is more to this than just 'google it'

With a seemingly endless world of resources, articles, videos, online support, podcasts, and more, where is the *wisdom*? A personal connection to EI providers can help you process the information available at your fingertips with what you know and can try with your own child.

6. You will ask better questions

You don't know what you don't know. Having support through EI helps you learn important questions to ask and how to find answers in what works for your child. You will be able to answer the questions most pressing to your child's needs.

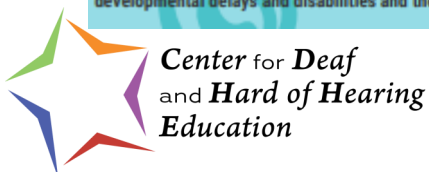
7. You can do this in the context of your own family's values

You can adapt services to be in line with your family's values and goals for your child's future, provided in your language and cultural context. A system is in place to ensure that EI providers and programs are a match to your family and child's needs.

8. You will gain confidence that you are your child's best advocate

You will become your child's best advocate in the school years by learning about deafness, language and development through EI. Your advocacy will light the path for your child's success.

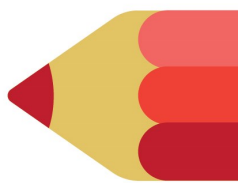
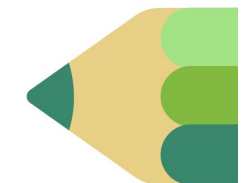
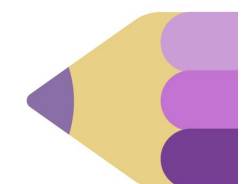
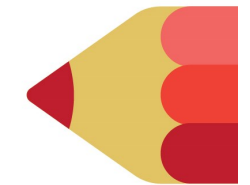
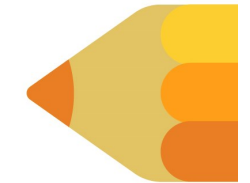
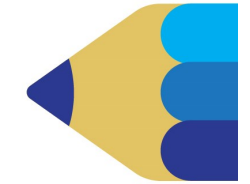
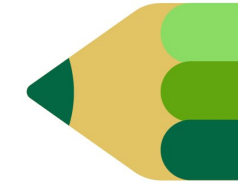
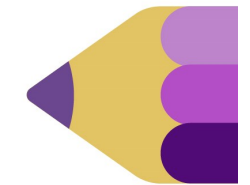
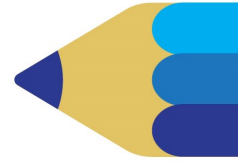
*Early Intervention is the term used to describe the services and supports that are available to babies and young children with developmental delays and disabilities and their families.



Center for Deaf and Hard of Hearing Education

New infographic resource to share with families on the importance of early intervention as soon as you have confirmed diagnosis: <https://www.handsandvoices.org/fl3/resources/8reasons-ehdi.html>

STAFF CONTACTS



Administrative:

Bethany Colson
Executive Director
bcolson@isdh.in.gov
317-232-0998

Maricela Porras
Center Administrative Assistant
mporras@isdh.in.gov
317-232-5808

Accommodations:

Laura Leffler
Accommodation Specialist
lleffler@isdh.in.gov
317-232-0896

Audiology:

Michelle Wagner-Escobar
Audiology Coordinator
mwagnerescobar@isdh.in.gov
317-232-7438

Erika Pearson
Audiology Administrative Assistant
epearson@isdh.in.gov
317-232-7349

Dana Ramsey
Audiologist
dramsey2@isdh.in.gov
317-232-7437

Kayla Whitaker
Audiologist
kwhitaker@health.in.gov
317-232-5950

Deaf Education and Assessment:

Sarah Kiefer
Deaf Education Coordinator
skiefer@isdh.in.gov
317-232-0971

Deyda Salazar
Assessment & Deaf Education
dsalazar@isdh.in.gov
317-232-6572

Lorinda Bartlett
School Psychologist/Assessment Lead
lobartlett@isdh.in.gov
317-232-0900

Amber Byrd
Educational Consultant
abyrd@isdh.in.gov
317-232-7308

Jackie Katter
Speech Language Pathologist
jkatter@isdh.in.gov
317-232-2864

Justin Perez
Educational Consultant
jperez@isdh.in.gov

Early Intervention:

Cindy Lawrence
EI Coordinator
clawrence@isdh.in.gov
317-232-0899

Linda Evans
EI Administrative Assistant
levans@isdh.in.gov
317-232-0882

Laura Burklew
CDHHE EI Network Lead
lburklew@isdh.in.gov
317-288-3611

Michelle Coleman
EI Specialist
mcoleman2@isdh.in.gov
317-232-0881

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

Meg Warnock
EI Specialist
mwarnock@isdh.in.gov
317-550-1978



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