

CONNECTIONS

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

The Center of 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... 1

Staff Spotlight... 2

Audiology... 3

Early Invention... 4

Language & Literacy... 5

Assessment... 6

Deaf Education... 7

Family/Community... 8

Center Contacts... 12

From the Director

IDEAL: The Time is Now

I am pleased to share that the Indiana Deaf Education and Assessments of Language (IDEAL) Parent Document and List of Tools & Assessments are now available to view from our [Center's website](#). In addition, the reporting portal for those assessing deaf and hard of hearing children ages 0-10 years is also live and accessible here. This [portal](#) provides ease of reporting language progress monitoring results as put forth in [IC 20-35-12](#). In addition, [technical assistance](#) flyers and videos have been created and are also available now– with additional assistance documents to be created as needs arise.

You will find a wealth of information about these newly released resources throughout our newsletter. I urge you to peruse these documents and consider how they are useful to you– as a parent or professional. Resources such as these are only valuable when shared and utilized. Pass along this information to all those you feel would benefit from these informative documents.



Center for the
Deaf and Hard of Hearing
Education

STAFF SPOTLIGHT

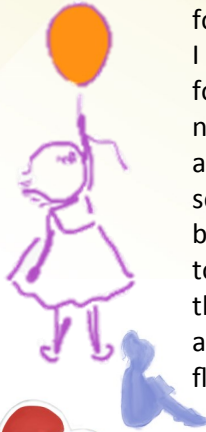
Jacqueline D. Hall-Katter

Thoughts on Creativity and Art



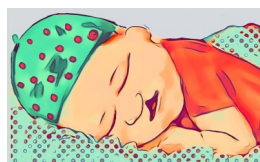
① As you will see throughout this newsletter, the IDEAL Parent Document is live on our website. I had the privilege of providing much of the artwork within the document. So how did a bilingually trained Speech-Language Pathologist also have art to provide to this innovative document?

③ As I helped with the IDEAL advisory committee, a primary concern of the members was how all this information would be in a parent-friendly document. My brain started churning. The document needed to be diverse and appeal to multiple generations. So what does an SLP with a lifelong devotion to learning do? Starting last October, I took marketing, digital art, and graphic arts classes. Soon I was learning to draw using photo references and exploring various textures through digital art programs. I learned how to create graphic art. Some things I created were awful, some really good, and everything in between.



② I have always been a part of a creative family. Raising four young children reduced my time for creativity, but I spent 25 years creating and sewing dance costumes for my boys to fulfill that need. I also wrote books that never saw the light of day, started a blog, and took action dance photos. Once my last child graduated high school, I found I had time to explore more avenues. I began with resin-finished computer-manipulated photos and thus started Katter Kreations. My art is seen in the renovation of my home with hand-stenciled floors and mosaic steps and at my daughter's wedding in her floral arrangements.

④ Creativity is a key component to learning, growing, changing, and becoming uniquely you. The arts develop cognitive connections and keep your brain healthy. Creating helps you learn to fail gracefully and use mistakes as opportunities to discover entirely new approaches and perspectives. It is calming and can reduce anxiety. Creativity can be found in writing, Lego, Minecraft, drawing, cooking, gardening, dance, music, and so much more. I hope you find the IDEAL Parent Document visually appealing and consider what creative endeavors you and your children can explore.



SOUND ADVICE

Audiology

Face Masks



Due to the current COVID-19 pandemic, many people are following health guidelines to wear face masks while in public places. These face masks can impact our communication with one another – particularly for individuals who are deaf and hard of hearing.

HOW MASKS MAY IMPACT COMMUNICATION

- Different fabrics and styles of masks distort speech.
- Individuals may not know when others are speaking and may have difficulty understanding what they are saying.
- Masks cover facial expressions that convey grammar and meaning and show mouth morphemes for ASL.
- Masks may get tangled with hearing aids and implants sitting behind the ears and may pull the devices off when removed.
- Masks hide facial expressions that may alert communication partners to communication breakdowns and confusion.



HOW INDIVIDUALS WHO ARE DEAF AND HARD OF HEARING MAY BE AFFECTED

- Increased mental exertion required to achieve effective communication
- Increased anxiety and frustration due to miscommunication
- Increased feelings of isolation in group settings



WHAT YOU CAN DO

- Consider using clear face shields or masks with clear cut-outs instead of traditional masks (see resources below).
- Consider using behind-the-head hooks, headbands, etc.
- Consider masks that tie behind the head instead of the ears.

HOW TO IMPROVE COMMUNICATION

- Maintain eye contact during conversation.
- Speak as slowly and clearly as possible without changing the intonation and quality of your natural speech.
- Continue consistent use of prescribed hearing technology.

SPEECH TO TEXT APPS



[Ava](#) (can type back, many languages) (iOS, Android)

[Google Live Transcribe](#) (can type back, many languages) (Android)

[Microsoft Translator](#) (can type back, can translate, many languages) (iOS, Android, Windows)

ADDITIONAL RESOURCES

[Phonak Blog: Masking Dilemma](#)



[Hearing Review: Masks & Speech Understanding](#)

[National Deaf Children's Society: Impact of Masks](#)

[National Association of the Deaf: Communication Access](#)

[Center for Deaf and Hard of Hearing Education: General Considerations for Masks & Shields](#)



Center for Deaf
and Hard of Hearing
Education



BRAIN BUILDERS CORNER EARLY INTERVENTION

Making Connections at the National Early Hearing Detection and Intervention Annual Meeting

Our last professional development opportunity face-to-face prior to COVID-19 was at the National Early Hearing Detection and Intervention (EHDI) Annual Meeting. The first few years of a child's life are so critical to brain development that a national conference is dedicated to making sure that each state meets the 1-3-6 goal of screening hearing by one month of age, diagnosing hearing levels by three months of age, and enrolling families into Early Intervention Programs by six months of age.

Presentations, vendor booths, and poster sessions were shared regarding all aspects of the Early Hearing Detection and Intervention process. We learned more about successful strategies for programs and about current research. One of the keynote speakers shared that future directions are going toward building a healthy community centered around supporting and engaging families, incorporating technology, and looking at data systems to inform our programs. Including diversity in our workforce and infusing deaf and hard of hearing leadership in our programs also will ultimately lead to healthy children who are deaf and hard of hearing.

Would you like to become a Joy ambassador? One of the presentations at the Annual EHDI Conference introduced participants to a movement called Fostering Joy in raising a child who is deaf or hard of hearing. While we hear so much information about the importance of providing interventions and identifying needs, we also need to recognize the importance of making brain connections through positive social and emotional bonds between children and supportive adults in their world.



Check out this [website](#) that encourages families and professionals to foster Joy in raising and working with children who are deaf and hard of hearing. Professionals can share the tip sheet and use the PowerPoint template available on the website to share the message. If you are a family member of a child who is deaf or hard of hearing, you can also join their closed [Facebook group](#).

Also, check out these free resources designed to promote communication within families:

- * Communicating with Baby: Tips and Milestones from Birth to Age 5 <https://identifythesigns.org/communicating-with-baby-toolkit/>
- * For ASDC members: Sign on ASL online practice with a Deaf adult <https://deafchildren.org/sign-on/>
- * Learn early communication milestone and apply American Sign Language strategies through <https://www.gallaudet.edu/asl-connect>
- * Free membership with access to on-demand streaming of over 8000 educational videos for families of children who are deaf, hard of hearing, blind, visually impaired or deaf-blind at <https://dcmp.org/>





LANGUAGE AND LITERACY CORNER

Learning Through *Play*

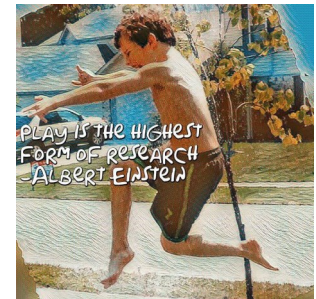
Summer is here and the warm weather is allowing you and your children to get out of the house. It's the perfect time to learn about how important play is to language development for children of all ages!

Through play children **CAN**:

- ☺ Learn how to learn
- ☺ Gain world knowledge
- ☺ Enhance problem-solving
- ☺ Improve concentration
- ☺ Learn to handle frustration
- ☺ Foster independence
- ☺ Improve self-esteem
- ☺ Have healthy brain development
- ☺ Develop creativity and curiosity
- ☺ Develop language
- ☺ Learn appropriate social interaction

Where should play occur?

- ☞ On the floor
- ☞ For infants – on their tummy
- ☞ Outside



Outside play is **important** because:

- * Exposure to sun and nature improves immune system and helps bone development.
- * Outdoor elements capture attention and stimulate imagination.
- * Being outdoors promotes development of vocabulary about nature.
- * Gross motor activity provides good sensory input, which makes the brain ready for learning.
- * Risky play (jumping in a puddle, swinging higher) develops persistence and problem-solving.
- * Free play with natural elements promotes learning through trial and error.
- * The open landscape allows children to explore aspects of their personality that is limited by the indoors.
- * Outside play allows children to be both teachers and learners.

Some **barriers** to healthy play are:

- * Technology use
- * Overscheduled kids
- * Play that is adult-directed
- * Too much time indoors
- * No play partners (adult and/or peers)

Some **great** toys for outside play could

ROCKS
PUDDLES
STICKS
MUD
LEAVES



For more information and links to research:

⇒ <https://www.sciencedirect.com/science/article/pii/S2444866416301234>

⇒ <https://cid.edu/2018/07/09/not-just-childs-play-the-relationship-between-play-and-language/>



TACKLIN' Assessment

Therapists Actively Consulting & Knowledgeably Leading Indiana

Function of the Vestibular System

This is the third part of a series of discussions about the vestibular system. If you remember from the Winter 2020 newsletter, we identified the three main roles of the vestibular system: 1) identify the position and direction of movement of the head; 2) maintain balance; and 3) keep vision clear while the head is moving (gaze stability).

Many people know that the vestibular system makes a huge contribution to balance, but not many people realize that the vestibular system also plays a large role in vision. While the eye, surrounding eye muscles, and head work together to help you look around your environment, this system is not capable of keeping your vision clear when the head is moving at very fast speeds. An example of these high-speed movements would be turning your head quickly to look toward a loud, unexpected sound or bouncing up and down while driving on a bumpy road (fast vertical speeds). Even when you are walking, the impact of your foot hitting the ground causes a subtle high-speed bouncing motion of the head. At these high speeds, the oculomotor system (eye and eye muscles) cannot respond or move quickly enough to keep your vision clear. This is where the vestibular system helps. Through the vestibulo-ocular reflex (VOR), the vestibular system works with the visual system to move your eyes in the opposite direction of the head and at the same speed as the head so you can keep your visual target in focus. This is an automatic response—you do not think about it at all. As you bounce up, your eyes automatically move down at the same speed so you can still read the street sign clearly. To try to simulate this, hold your arm straight in front of you at eye level. Close your fingers against your palm and keep your thumb straight and pointed toward the ceiling. Keep your hand still while you turn your head side-to-side as fast as you can while looking at your thumb. Your thumb should still appear clear to you because your VOR is helping keep your vision stable. You do not think about moving your eyes to the right while your head turns to the left—the VOR takes care of that. Now hold your head still while you move your arm side-to-side as fast as you can keeping your eyes on your thumb. Your thumb may blur, or you may see two thumbs as you move your hand side-to-side. Your VOR does not help you in the second scenario, which is why you have blurring of your vision. Individuals with low or absent vestibular function will have blurring in both scenarios because their VOR is impaired.

How does this affect deaf or hard of hearing children? Though the numbers vary from one study to another, approximately one-half of children with a severe to profound hearing loss have some degree of vestibular dysfunction.¹ Those with complete vestibular loss will not have a VOR and will experience gaze instability. Those with reduced vestibular function may also have an impaired VOR. This can make it difficult to navigate the environment when walking, running, or driving because of the accompanying visual “blurring” when the head is moving. There is also evidence that individuals with gaze instability have difficulty with reading acuity and require larger print sizes to read effortlessly than children who have a stable gaze.² While young children’s books use larger print sizes, books for older children and young adults are typically in a smaller print size and may require the student to use extra effort to read.



1. Jacot E, Van Den Abbeele T, Debre HR, Wiener-Vacher SR. Vestibular impairments pre- and post-cochlear implant in children. *Int J Pediatr Otorhinolaryngol.* 2009;73(2):209-217.
2. Braswell J, Rine RM. Evidence that vestibular hypofunction affects reading acuity in children. *Int J Pediatr Otorhinolaryngol.* 2006;70(11):1957-1965.



TEACHERS' DEN

Deaf Educator's Network



Summer is a great time to enrich your child's skills. Here are some great ideas to take advantage of summer weather and build family memories!

Preschool

Hearing Device Maintenance

- >Have your child help with changing batteries and basic cleaning.
- >Have your child indicate if the battery is working.

Auditory Development

- >Have your child identify sounds in and outside of the house.
- >Have your child practice turning their head toward someone speaking to them.

Language Development

- >Talk about the things you see, hear, taste, and smell inside and outside.
- >Read books together and talk about the pictures.
- >Make a no-bake cookie recipe together; talk about each step.

Academics

- >Count objects, touching/pointing to each one.
- >Use magnetic letters or cut out letters for your child's name; have them work on putting the letters together.
- >Have your child trace their name.
- >Have your child find things from a category that you name—specific colors, toys, kitchen things, etc.
- >Talk about the shapes of objects that you see on a walk.

Elementary

Hearing Device Maintenance

- >Monitor your child as they check/change batteries and clean their devices.
- >Have your child learn when to use a dehumidifier.

Auditory Development/Assistive Tech/Emergency

- >Have your child identify sounds inside of the house or outside.
- >Investigate closed captioning options: TV, streaming services, DVDs, video games, websites.
- >Create/practice an evacuation plan in case of fire.

Language Development

- >Talk about the things you see, hear, taste, and smell inside and outside.
- >Have your child complete a simple craft; have your child explain to a friend or family member how they made the project.
- >Play a board game.
- >Discuss your day.

Academics

- >Have your child take pictures of activities they did and write about that experience.
- >Have your child read books for at least 20 minutes daily.
- >Have your child practice math facts on the sidewalk with chalk.

Middle/High School

(all activities are independent)

Hearing Device Maintenance

- >Complete daily device maintenance.
- >Make a contact sheet for ENT and audiologist.
- >Document hearing device make/model/serial numbers and battery requirements.

Assistive Tech/Emergency

- >Investigate assistive devices to use in the home (fire alarm, alarm clock, phone, other alerting devices).
- >Create/discuss emergency plans for fire, weather, accidents.

Career/Employment

- >Take career assessments: skills, interests, values. Look at the top 10-20 careers/jobs listed under each assessment; compare trends.
- >Research career/job interests, skills, schooling needed.
- >Research other options for training and requirements for training opportunities.

Academics

- >Read/research topics of interest.
- >Read books for enjoyment.
- >Keep a journal documenting your summer experiences, thoughts, and feelings.



Center for Deaf
and Hard of Hearing
Education



Family & Community



HEA 1484 IDEAL New Releases on the Center Website



www.cdhhe.isdh.in.gov

House Enrolled Act 1484—Indiana Deaf Education and Assessments of Language (IDEAL), which was approved and signed by the governor on May 5, 2019, tasked the Center with a number of duties. As you may remember from the timeline printed in our summer 2019 Center newsletter, several items were required to be available July 1, 2020, including a list of approved tools and assessments to use for language progress monitoring and a parent document. Through the hard work of the advisory committee and Center staff, we are proud to announce the completion of these resources. These items are now available on our [Center website](http://www.cdhhe.isdh.in.gov). You can find them on the left side under the IDEAL tab.

Tools and Assessments

This link will lead you to the list of tools and assessments for language progress monitoring that was developed by the IDEAL Advisory Committee and Center staff. A PDF document with the names of the tools, covered ages, and a very brief description is included, as well as a link to the test. Center staff can be contacted to assist with understanding which tool may be most appropriate for a child.

Technical Assistance

The technical assistance link includes some short videos and flyers. More technical assistance flyers and/or videos can be added as needs and/or requests from the field arise. Technical assistance also covers the Center staff's availability to consult with EI providers and school staff to assist with any needs surrounding IDEAL. Center staff can be contacted at cdhhe@isdh.in.gov.

Reporting Portal

This link allows access to the reporting portal in order to input scores and data from the administered progress monitoring tools.

Parent Document

This is a tool specifically designed for parents to find information and resources that assist with supporting the language development of a child who is deaf or hard of hearing. The document is web-facing but can be downloaded and/or printed if desired. Four general topics are covered: General Language, Supports for Language Acquisition, Laws and Policies for children who are deaf and hard of hearing, and Milestones for children who are deaf and hard of hearing ages 0-11 years. The entire document is available on the Center website presented in individual sections for ease of finding information. This document will be reviewed periodically to ensure there are no broken links and content remains current.





Family & Community

Parent Document *IDEAL*

The IDEAL Parent Document has been under development for a year. It is designed for parents with person-centered and positive language. This document covers topics specific to children who are deaf and hard of hearing as stated in IC 20-35-12. It provides links to further reading and more in-depth information on each topic. The resource is colorful with diverse, positive imaging. It can be viewed on the web, downloaded, and/or printed. Tips for language development and useful links to more in-depth information are woven throughout this resource.

General Language contains information about language, language development milestones that apply to all languages, bilingual/multilingual language development, and information regarding children who are deaf and hard of hearing with additional needs. In this section parents can also find tips to implement at home to encourage language development.



Supports for Language Acquisition contains web links and resources for parents to find information regarding a wide variety of topics, including, but not limited to, communication opportunities (ASL, spoken English, visual approaches, AAC), audiological information, literacy, self-advocacy, early intervention, school-age topics, transition, and parent support groups. This section may prove useful to families that are interested in exploring a specific topic further.

Laws and Policies for Children who are Deaf and Hard of Hearing contains information on federal and local laws including IDEA, ADA, Section 504, and FERPA. It explains IDEA Part C (Early Intervention) in Indiana and IDEA part B (school-age), including the process for requesting, implementing, and/or determining the need for services as well as terminology that is important for caregivers to know.



Milestones contains development language milestones for children who are deaf and hard of hearing ages 0-11 years. This document provides receptive, expressive, social, and print language skills milestones. The receptive and expressive language skills include both American Sign Language and spoken English language developmental milestones.



How to use this document

Caregivers are encouraged to use the section of the parent document that meets their needs. You are welcome to engage in all of the sections of the resources available now or consult the table of contents and select only the information you need at this moment. While this document is written for parents, individuals who are working with families and children who are deaf and hard of hearing are encouraged to utilize this colorful resource to help provide families with information, resources, and tips. Individual pages can be emailed or printed to give to families or placed in a binder to be utilized as a coaching resource.



Family & Community



haapi hearing aid assistance program of indiana
administered by **hear** indiana

CDHHE NETWORK

SERVING CHILDREN WHO ARE:
Deaf or hard of hearing children between birth and 3 years of age and families

WHAT:
CDHHE Network, the specialized early intervention network with qualified Early Intervention Providers

WHERE:
Throughout the state of Indiana, in families' homes

WHY:
Joint Commission on Infant Hearing (JCIH) best practice guide requires timely access to qualified providers who have core knowledge and skills available to empower parents to provide language rich environment during the critical time period for learning language

OUR SERVICES

- ★ Audiology/Assistive Technology
- ★ Parent Advisor/Educator
- ★ Listening and Spoken Language
- ★ Visual Language (Sign Language)

May be provided in addition to local agency services.



www.haapindiana.org

HELPFUL RESOURCES!

Hands &Voices :
www.handsandvoices.org

Indiana Hands & Voices :
www.inhandsandvoices.org

IN*SOURCE : www.insource.org

Family Voices Indiana :
www.fvindiana.org

ASK: About Special Kids :
www.aboutspecialkids.org

CONTACT
CDHHE Network

EMAIL: cdhhenetwork@isdh.in.gov
CALL/TEXT: 317-232-0882 /TOLL FREE 855-875-5193
WEBSITE: www.cdhhe.isdh.in.gov





Family & Community



INDIANA
HANDS & VOICES

ON SATURDAY, SEPTEMBER 12, 2020

EHDI FAMILY CONFERENCE

This year, our conference will be presented online.
Agenda and Registration available soon at inhandsandvoices.org




Talking to Your Child
About Racial Justice:
ASL & English

Resources: <https://deafchildren.org/2020/06/talking-to-your-child-about-racial-justice-asl-english->

Tele-Intervention Services Survey:

Research opportunity to better understand parent and professional experiences in receiving or providing services using a tele-intervention model of delivery.

<http://heartolearn.org/research/>

Is your baby a linguist? (Yes!)

Deaf infants needed to participate in an important research study



Language Awareness in Deaf Children

Even very young infants know a lot about language. We want to learn more about how young Deaf children respond to sign languages they have never seen before.

- Who?** Deaf children, ages 5-18 months
- What?** Watch short videos of sign language
- Where?** Online! In the comfort of your home
- Why?** Help us understand more about Deaf infants and early language experience
- Other benefits?** Parents will receive a \$20 gift card

For more information:
<https://deafbabies.weebly.com>



Or contact: shane.blau@gallaudet.edu

Sponsored by the Gallaudet Linguistics Department and the Office of Research Support and International Affairs.
This project has been approved by Gallaudet University IRB.



INDIANA HANDS & VOICES PRESENTS:

POLO  ON THE PRAIRIE



SAVE THE DATE
AUGUST 21, 2020

The Early Childhood Center at Indiana Institute on Disability in the Community at Indiana University is conducting a research study on family expectations. The study will explore how families develop expectations and who and what have influenced them.



**INDIANA INSTITUTE
ON DISABILITY AND COMMUNITY**
1970-2020

HONORING THE IU BICENTENNIAL

IU researchers want to talk with families of young children with disabilities. The entire process can be done virtually and consists of a one hour interview and a few brief questionnaires. Each family who participates will receive a \$30 check for participating. For more information, email kgherron@indiana.edu

STAFF CONTACTS

Bethany Colson
Executive Director

bcolson@isdh.in.gov
317-232-0998

Administrative Assistants:

Linda Evans
Early Intervention

levans@isdh.in.gov
317-232-0882

Maricela Porras
Center Administrative Assistant

mporras@isdh.in.gov
317-232-5808

Deyda Salazar
Assessment & Deaf Education

dsalazar@isdh.in.gov
317-232-6572

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

Dana Ramsey
Audiologist

dramsey2@isdh.in.gov
317-232-7437

Kelly Allison
Audiologist

kallison@isdh.in.gov
317-232-5950

Deaf Education and Assessment:

Sarah Kiefer
Deaf Education Coordinator

skiefer@isdh.in.gov
317-232-0971

Lorinda Bartlett
School Psychologist/Assessment Lead

lobartlett@isdh.in.gov
317-232-0900

Kristi Etter
Educational Consultant

kretter@isdh.in.gov
317-233-7953

Jacqueline D. Hall - Katter
Speech Language Pathologist

jkatter@isdh.in.gov
317-232-2864

Sarah Leathers
Teacher of the Deaf or Hard of Hearing

sleathers@isdh.in.gov
317-232-7308

Justin Perez
Educational Consultant

jperez@isdh.in.gov

Early Intervention:

Cindy Lawrence
EI Coordinator/Transition Coordinator

clawrence@isdh.in.gov
317-232-0899

Laura Burklew
CDHHE Network Lead

lburklew@isdh.in.gov
317-288-3611

Michelle Coleman
CDHHE EI Training Coordinator

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

