

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.

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From the Director

Back Together Again

Since March 2020, our staff has worked diligently to continue providing services and sharing information and resources to families and professionals alike—using a variety of virtual methods given the limitations of in-person opportunities throughout the COVID-19 pandemic.

With the state beginning to open up, we are happy to see you face to face! But we are not leaving behind what we learned throughout this process. Providing virtual services is an effective methodology and we will continue in a hybrid approach of our services with families and professionals. Our outreach efforts will also continue to include virtual connections in addition to in-person meetings and consultations. We recognize the value in flexibility as we determine individual needs and meet you where you are,



A recent visit from our Deputy Health Commissioner, Pam Pontones (first row far left)





Center for the
Deaf and Hard of Hearing
Education

STAFF SPOTLIGHT

Kjari Newell

Perspectives on Teleintervention



Kjari's professional background:

- Ball State University, Bachelor's degree in Elementary Education (K-6) & Special Education - Deaf Hard of Hearing (K-12).
- Ball State University, Master's Degree, Early Childhood Special Education with 15 credit hours in listening and spoken language
- Itinerant Deaf Educator for Lebanon Community School Corporation, 2006-2014
- Early Intervention Specialist at the Center, 2014-current

Kjari provides early intervention services through our CDHHE network. She has worked with a wide variety of families from all across the state, all with a vast array of family-driven goals.

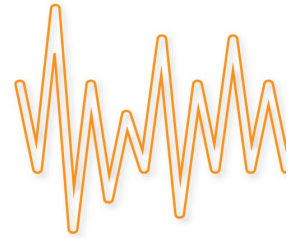
*'When both in-person and teleservices **focus on a coaching model**, both are highly effective. Both service delivery models provide caregivers with a platform to ask questions, express concerns, share celebrations and receive coaching. As a provider, I've noticed more communication between visits with families who use teleservices. Families utilizing a tele-approach seem to feel more comfortable reaching out between sessions to share information, videos, pictures and questions they would like to unpack at the next session.'*

Kjari and her colleagues have found that a **hybrid** service delivery model is the **best** of both worlds. This model allows for a portion of visits virtually via a video platform and other visits with the provider physically in the child's home or other natural environment. Hybrid service delivery allows parents and caregivers to build confidence that they can take the lead and that they TRULY are the child's first language model and teacher. When in person, hybrid allows the therapist to observe natural routines, see child-family interactions and model strategies directly. Being in-person also allows opportunities to more clearly observe routines that the family identifies as challenging to have a more in-depth view and provide coaching. As a network, we are new to the hybrid model but are already seeing the benefits and strengths of this approach.

'My favorite part of EI is when you see the caregivers transition to taking the lead. When caregivers blossom in confidence in sharing their stories, their ideas and their successes. When caregivers start independently finding resources, creating language games within routines and bragging about all their child CAN do. When the nervousness fades and the celebration begins.'



SOUND ADVICE



Audiology

STAY COOL

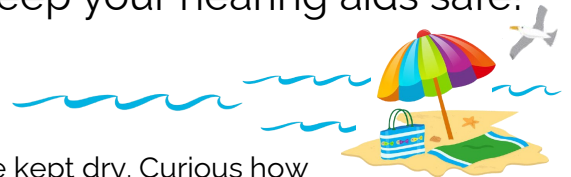


Tips to beat the summer heat and keep your hearing aids safe!

KNOW YOUR IP RATING



Like your smartphone or laptop, hearing aids must be kept dry. Curious how protected your hearing aids are? Check your IP rating in your user manual before you head to the beach. Every hearing aid has an IP rating with two digits. The first number represents protection from dust, sand and debris (1-6). The second number represents protection from water, sweat and moisture (1-8). A **higher** IP rating indicates **better** protection. Even a hearing aid with the highest IP rating (68) is not indestructible and requires extra care over the summer.



PICK YOUR PERFECT DRYER (AND USE IT!)



Hearing technology is *water resistant*, not *water proof*. Moisture (water, sweat, etc.) is harmful to cochlear implants and hearing aids. Summer is an important time to check your supply and ensure your drying kit is ready for use. Drying cases come in a variety of shapes and sizes. Some drying cases use **disposable** desiccant beads. Other drying cases are **electric** and circulate air around the hearing aids or use a UV light to kill bacteria. If you have significant difficulty fighting moisture or live in a humid climate, consider investing in an electronic dehumidifier.



DAILY CHECK



Daily checks are especially important in the summertime. Devices may still power on even if they have water damage. Simply turning hearing aids on does not guarantee a clear signal. Visually inspect the hearing aids and use your listening stethoset to check for signs of moisture every day. Listen for **static**, indicating the device requires a repair. Wipe the hearing aid with a cloth after each use. Check the earmold tubing for **condensation**. Use the tubing blower to dry any moisture. Open the battery door and look for **corrosion**. Clean the battery contacts and leave the battery door open overnight.

UTILIZE WATER ACCESSORIES IF AVAILABLE



Hearing aids and cochlear implants are not waterproof. However, special accessories are available for additional protection. **Ear Gear** is a spandex sleeve designed to absorb sweat, water, rain, and debris for an extra level of protection. Even with accessories, hearing aids cannot be worn while swimming. Water-wear can be added to a **cochlear implant**, making the device completely waterproof and functional, even while swimming. Each accessory is device-specific. Contact your managing audiologist to select the appropriate accessory for you!



Med El Rondo Waterwear



Center for Deaf
and Hard of Hearing
Education



BRAIN BUILDERS CORNER EARLY INTERVENTION

Navigating Transitions

One of the areas of service we provide through our network of specialized early intervention providers is oversight for families during the transition process—from Part C (First Steps) to Part B (school). Yet our experience with these transitions did not prepare us for the unexpected transitions throughout the COVID-19 pandemic. State mandates, including quarantine and social distancing, meant transitioning to virtual services overnight in order to provide continuity of services for some of our most vulnerable citizens: infants & toddlers. Now, 16 months after implementing teleservices, we have been able to clearly see benefits of virtual services, ensuring more equitable services statewide.

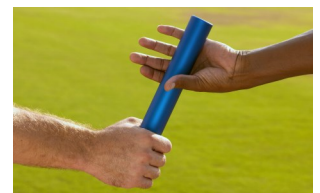
We are now offering a hybrid approach to services within our CDHHE network. This model consists of one in-person visit per three virtual visits. Feedback from providers and families about how best to integrate virtual services long-term has helped shape this new model. For more information about the coaching model adopted in Indiana and resources check out the [Family Guided Routines Based Intervention website](#).



Among all of these changes, we continue to support families as their children transition out of First Steps on to the next part of their journey in school. We updated our family transition resource: [Navigating Transitions for Deaf and Hard of Hearing Children in Indiana](#) to include links to our IDEAL documents. This navigating transition resource identifies how to utilize the IDEAL initiative, among other valuable resources as families go through the transition from First Steps family-centered services to school-based services at age three.



We can think of this transition from early intervention to school services as part of a relay race in a track meet. The relay starts when hearing is found to be a potential barrier through the universal newborn hearing screening and identification process. The baton is carried through the First Steps system until the child reaches age three. In relay races, there is a section on the track when the next runner is poised to receive the baton and the first runner has to carefully and precisely pass it on without dropping it to the next runner. This is similar to transition—when the child's services are passed from early intervention system to the school system. It is important that care is taken to not drop the baton—that both systems are poised and ready for this exchange. The center is supporting families in the process to ensure they are knowledgeable and confident as this transition occurs.





LANGUAGE AND LITERACY CORNER

The *Art* of Narrating Your Day

A strategy often specified for children who are deaf and hard of hearing is narration: having adults around them **sign/talk out loud** or **narrate** actions—their own and the child's. Children of all ages may not fully realize that all humans are constantly thinking and problem solving in their minds. Narrating actions and thoughts helps children learn information directly that is often expected to be absorbed passively. It also assists children in understanding how to use language for thinking. Just trying a few things will make a huge impact with your child's language development.

Infants and young toddlers

- Observe your child's actions. Use simplified language to describe what you see. (e.g., You are jumping! Up and Down!)
- Sign/talk about what you are doing and thinking when you are around your child and have their attention. (e.g., I am hungry. I want a banana.)

Older toddlers through preschoolers

- Begin to talk about what your child may do next using words such as think, wonder, suppose, curious, etc. (e.g., I see you put your shoes on— I wonder if you want to go outside.)
- Begin to narrate your problem solving in a way your child can access (e.g., *Oops, I dropped this egg. I need to pick it up. If I don't, it will be sticky and ants might come. I will use a paper towel to clean it up.*)



Elementary students

- Read books with them and beside them daily. Talk with them about the book you are reading, what you think will happen, what emotions you are experiencing, etc.
- Involve your child in solving common problems. For example, if the sink is clogged, have your child help you take it apart to clean it while talking about each step. If it does not work, have your child help you find how to contact the plumber or watch YouTube tutorial.

Teenagers—narration and discussion is very crucial for this age too

- Read while your student is doing homework. Talk with them about their school reading and tell them about things you read. Be sure to expand their world knowledge by discussing world events and how you may feel about them.
- Do a project together where your student is significantly involved in the planning. For example, if going on a trip, look up the route together, compare flight prices, make a packing list, etc. Be sure you are discussing your thoughts!





TACKLIN' Assessment

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

Vestibular Loss and Learning

Approximately 1 in 2 children with severe/profound hearing loss have some degree of vestibular loss.

Vestibular loss also influences learning. Children with vestibular loss may have challenges in these areas:

Visuospatial Skills

Visuospatial skills are needed to accurately perceive and remember objects or figures, their position in space and their spatial relationships to each other or to the person interacting with them (close together, far apart, next to, underneath, etc.).

- Assembling puzzles
- Building block designs from a picture
- Drawing through a maze
- Reading and following a map
- Remembering sequenced information
- Needed for math, science and reading
- Critical for the use of ASL

Response Time

Both bilateral & unilateral vestibular loss result in longer response times.

- May be due to the brain working harder to maintain balance, limiting how much of the brain is available to work on other cognitive tasks
- Response time is shorter in supported sitting positions than in challenging standing positions.

Main roles of the vestibular system:

1. Identify the position & direction of head movement.
2. Maintain balance.
3. Keep vision clear while the head is moving.

Gaze Stability

The vestibular system works with the visual system to keep vision clear while the head is moving. Vestibular loss may result in gaze instability (visual blurring) when the head moves.

Children with vestibular loss:

- May need a slightly larger print size to read effortlessly
- May need more time to copy from the board
- Will require extra time to look between teacher, interpreter and visual learning materials during lectures so any "blurring" has time to resolve

Remember: even when we are sitting quietly, the body still moves and sways to maintain balance.

Selective Visual Attention

The ability to focus on specific information and ignore distractors may be altered.



TEACHERS' DEN Deaf Educator's Network

The Unexpected Benefits of Virtual Learning

The COVID-19 pandemic has certainly shifted the approach to education. While there have been numerous downsides that students have experienced over the last year, there have been a great deal of benefits that have emerged. While not all of these benefits apply to every virtual education setting, opportunities for enhanced accessibility, inclusivity and overall universal design for learning continue to be on the rise.

- Virtual education means **no face coverings** to create visual or auditory barriers to access.
- While using a device, students have **improved visual access** to whoever is speaking—teachers or students. Students can **see all peers on screen** and view speaking peers in a larger window.
- Video conference platforms have **embedded additional accessibility features** by offering auto-subtitles and captioning. Teachers have **increased the usage of closed captioning** on videos.
- Students can **directly connect hearing assistive technology** to devices and have enhanced access to teachers and students without having to pass around a microphone to each speaker.
- Students have an increased ability to **control background noise and visual environment**. Students are **afforded flexible seating options** in remote settings.
- Students are quickly and easily able to **ask their teachers questions or for clarification**.
- Students have been able to remotely **participate and receive services from non-local programs that specialize in deaf education**.
- **Teacher notes and recorded sessions are digitally available** to pause, rewind and view/review multiple times to aid in comprehension. **Assignments are posted and available virtually**.
- There has been an **increase in access to qualified interpreters** since location is not a barrier. Students are able to see an interpreter and the educational content in the **same visual field**. There is also an **ease in securing substitute interpreters** in the virtual space.
- There are **increased opportunities for direct instruction** from the teacher of the deaf and hard of hearing—professionals can virtually attend meetings without having to plan for transition time between classrooms or buildings.
- **Parent participation in IEP meetings has increased** as parents are able to attend on lunch breaks rather than having to take time off of work to travel and attend.
- The use of technology and advanced features **sharpens digital, technical, and typing skills**.



- Teachers have reported that interactive virtual lessons have **increased focus and self-discipline**.



Family & Community



Introducing a **NEW** learning series for **families!**



INDIANA'S VIRTUAL 2021 TRANSITION CONFERENCE
JULY 21-23

This summer, hundreds of transition students, young adults, families, teachers, VR staff, employment professionals and disability services professionals will meet online—we're looking forward to seeing you!

<https://www.iidc.indiana.edu/cclc/training-and-events/facing-the-future-together/index.html>



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
- HAAPI: www.haapiindiana.org



ASTra Level 1 Training Program



Educational Advocacy

LEARN HOW TO ADVOCATE FOR STUDENTS WHO ARE DEAF/HARD OF HEARING (D/HH)

ASTra content is derived from years of direct advocacy experience working with families in schools, attending advocacy trainings from legal experts, providing trainings, and the Hands & Voices Educational Advocacy Guidebook.



This training is intended for:

- Indiana Parents & Caregivers
- Teachers of the D/HH
- Speech Language Pathologists
- Special Education Directors
- Audiologists Focusing on D/HH Students
- And ALL Professionals who Support D/HH Students

Via Zoom, Tuesdays
7:30pm - 9:45pm

- September 7th**
 - Introduction to Special Education and the ABC's of FAPE and LRE
- September 14th**
 - Special Considerations for Students who are D/HH
 - A Question of Eligibility

- September 21st**
 - Procedural Safeguards
 - Assessment and Evaluation

- September 28th**
 - IEP's
 - IEP Meeting Planning, Tools, and Strategies

please register at
inhandsandvoices.org





Family & Community

Save the Date
and Fall into Some Family Fun!!
September 10-11, 2021

Indiana Deaf-Blind Services Project Family Weekend

Location:

Jameson Camp
2001 Bridgeport Rd.
Indianapolis, IN 46231



This will be an exciting and fun-filled time! Join us for a family weekend filled with fun, support, and time to unwind and connect with others. The weekend will include new experiences for the whole family! Come and try art therapy activities and team building events around camp, including: scavenger hunts, archery,

stomp the creek and others! Parents will spend some time in the morning with our guest speaker and project staff learning more about communication and literacy for their child. In addition, there will be plenty of time to relax and talk with other parents/family members!



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<https://www.indbservices.org/>

There is no charge to attend, but space is limited so please pre-register early. For more information call Lisa Poff at 812-237-7679



Family & Community

Online Classes

Learn American Sign Language with ASDC

All of our online ASL classes are taught by professional ASL teachers.

<https://deafchildren.org/knowledge-center/asl-resources/online-asl-classes/>



Conference 2021

Family Voices Indiana's Virtual Heart to Heart Conference is a day of learning and support for families who have children with special healthcare needs and the professionals who serve them. The day will start with our keynote speaker, Sue Badeau, then move to 12 unique sessions throughout the day. You'll have the chance to network with other attendees by checking out the social groups. You'll also have the chance to interact with sponsors and exhibitors throughout the day.

Registration is now open and FREE for families. Spots are limited so make sure you register today: https://whova.com/portal/registration/hthc_202101/



American Sign Language Classes for Families!

<https://aslathome.org/classes>

Announcing: Learn ASL at Home!

Learn ASL at Home is a beginning American Sign Language class for family members and friends of young deaf and hard of hearing children ages 0-3. It can also be easily modified for families with older children.

FOLLOW OUR BLOG

<http://cdhhe.blogspot.com/>




INDIANA HANDS & VOICES PRESENTS:

Polo at Sunset

HICKORY HALL POLO CLUB • AUG. 20, 2021
7551 EAST 100 NORTH, WHITESTOWN, IN

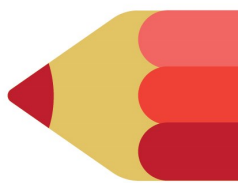
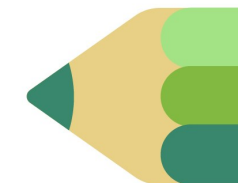
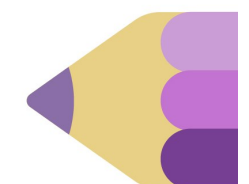
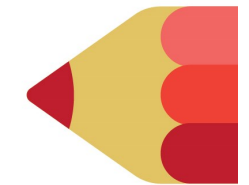
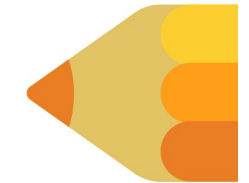
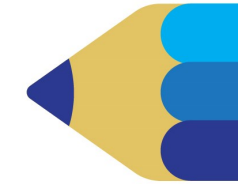
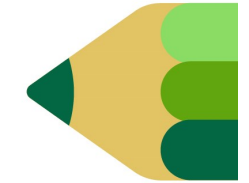
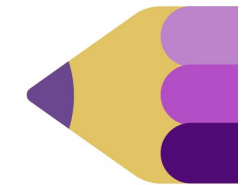
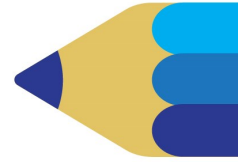
Gates Open at 5:00pm
Match Begins at 6:00pm

Admission: \$40 per carload

Admission Includes:
Silent Auction
A DJ
Mop Pony Race & More

For more info, purchase tickets or become a sponsor visit:
www.inhandsandvoices.org

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

epearson@isdh.in.gov
317-232-7349

Kelly Allison
Audiologist

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

Dana Ramsey
Audiologist

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

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

Kristi Etter
Educational Consultant

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

Jackie Katter
Speech Language Pathologist

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

Justin Perez

jperez@isdh.in.gov

Early Intervention:

Cindy Lawrence
EI Coordinator

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

Linda Evans
Early Intervention

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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and *Hard of Hearing*
Education