

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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Tools and Assessments



Reporting Portal



Center for Deaf
and Hard of Hearing
Education

From the Director

IDEAL updates

Within the second year of reporting language and literacy scores through IDEAL, much conversation took place with early intervention and school personnel.

Thank you for providing a wealth of feedback! Please ensure you check out our updated [List of Tools and Assessments](#) document that includes more detailed information about these measures, as well as links to other resources that can provide guidance on evaluations for deaf and hard of hearing children.

You will also notice that the [Reporting Portal](#) has been updated – with one point of entry and ability to report multiple measures without duplication of information.

Let's continue our work together to monitor deaf and hard of hearing children's language and literacy skills to help them reach their full potential!





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

STAFF SPOTLIGHT

Intern spotlight - Allison Lambert

Hello, everyone! My name is Allison Lambert. I recently graduated from Indiana State University with a B.S. in speech-language pathology and a minor in counseling. I am from a small town in southern Indiana called Washington. Yes, it is nothing but farmers and corn. I have exciting plans for the future. I am attending graduate school at ISU for my M.S. in communication disorders come August. I cannot wait to be a CCC-SLP!

Why were you interested in interning with the Center? I originally became interested in interning here because of the lack of knowledge over Early Intervention from my studies. I felt there were large communities of individuals who are not receiving the proper care they deserve. Within my education, there were hardly any discussions over EI and the benefits created. Not to mention the fact that deaf and hard of hearing EI is rarely talked about.

What are some things you have learned about early intervention for children who are deaf/hard of hearing from your time at the Center? While being here, I have learned a great deal about EI for children who are deaf or hard of hearing. I learned no two children are the same, no two families are the same, and no two IFSPs are the same. Every child is different and deserves the best care for their unique situations.

One of the greatest lessons I learned was that family is at the center of it all. The family-centered approach allows for every single member of the family to feel included and a part of the journey. Everyone is in it together.

What has been your favorite part of the internship? My favorite part of this internship is the exact thing people run from: discomfort. The discomfort comes from not knowing how to interact with the deaf and hard of hearing community because of the lack of understanding of their culture. Most people will turn from what they do not know and stick to what they do. Although I do not know ASL, I have grown a fire in me to help advocate for the deaf and hard of hearing communities to receive equal access to language. While being here, my education on such topic has grown tremendously. The staff I interact with daily have become some of the wisest educators. Their drive and passion for what they do has inspired me to reach out to my cohort to gravitate them to EI. This internship has solidified my dream of being an EI SLP in the future.

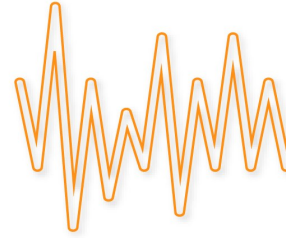
Any advice you'd give to other speech-language pathology students? Get out of your comfort zone! Go for the uncomfortable! You may think you want to follow one path, but until you try different roles and responsibilities, you never know what you truly want. I always wanted to be a medical SLP in a hospital. Now, everything has changed. My supervisor, Cindy Lawrence, who has granted me all the opportunities to venture into many new roles and responsibilities once said, "Working in EI will allow you to wear many hats." I want to be the person who wears many hats.





SOUND ADVICE

Audiology



Children benefit from wearing hearing aids during summer break

As summertime often brings a welcome “break” from school-year routines and structured extra-curricular activities, it may be tempting to veer away from their typical schedule of daily, full-time hearing device use. Below is a list of reasons to continue consistent hearing aid use throughout the summer to cure some of the “summertime and back-to-school blues.”

- * Children who are hard of hearing and wear their hearing aids full-time have **grammar and vocabulary skills** similar to children with normal hearing. Children who do not wear hearing aids consistently, regardless of degree of hearing levels, are at risk for poorer spoken language abilities.
- * Device use increases your child’s **potential to “overhear”** and **learn new vocabulary and social communication skills** over the summer, including manners and other social “rules.” This is important because approximately 80-90% of what children learn occurs through incidental, casual and passive experiences.
- * Your child will be **more prepared for the upcoming school year**. You won’t have to “find” your child’s hearing aids and you and/or your child are more likely to detect a broken or malfunctioning device or poorly fitting earmold. These issues can then be addressed **before** the beginning of the school year.
- * Expecting consistent hearing aid use will **promote independence and self-confidence**. It teaches your child that they are expected to participate fully in family conversations; it is their responsibility to make sure they are gathering and understanding the information they need.
- * Current hearing devices are made to be worn under almost all conditions - with state-of-the-art technology to protect them from dirt, dust, sweat, humidity, and even short submersions in water. There is **no need to remove the hearing aids for most summertime activities!** But remember: Don’t swim with them. They won’t last long under water.
- * Your child may be less tired and experience **reduced listening fatigue** because they hear better when they are wearing their hearing aids. Children who experience listening fatigue may be more irritable or cranky, moody, frustrated, bored, and distractible.
- * Your child may be able to **hear television, videos, movies, and music better** and at softer levels with their devices. During group viewing and listening activities with typical hearing listeners, this may allow a lower, more tolerable and safer volume for everyone.
- * Your child may be safer when wearing their hearing technology. They may be able to **hear warning and safety sounds better** and from a longer distance (i.e., sirens, vehicle horns, fire and smoke alarms),
- * Your child may be more likely to **hear the many sounds of nature** as they enjoy the outdoors (i.e. crickets chirping, cicadas clicking, birds singing, toads croaking).





BRAIN BUILDERS CORNER EARLY INTERVENTION

Why transitions matter for children, families, and practitioners

A great deal of focus has been placed on transition – from conferences and trainings to publications.

The Early Childhood conference in April and the First Steps annual conference in June included several sessions around transition – opportunities for our Early Intervention staff to grow in their expertise as they help families navigate transition. In addition, the Division of Early Childhood (DEC) has [Recommended Practices documents](#) and the Early Childhood Center at the Indiana Institute for Disability and Community created an [Early Childhood Theory of Action](#) document.

DEC's recommended practices include seven topic areas of guidance for professionals: assessment, environment, family, instruction, interaction, teaming and collaboration, and transition. This document defines transition as "events, activities, and processes associated with key changes between environments or programs during the early childhood years and the practices that support the adjustment of the child and family to the new setting." Check out the document for more details on the recommended practices: <https://divisionearlychildhood.egnyte.com/dl/7urLPWct5U>.

Let's see how these practices worked for a family of a 3-year-old who recently transitioned from early intervention to preschool:

Parents: "We visited the program and were informed about all of the opportunities for [our child]. The IEP meeting wasn't as scary as we expected and we were able to participate and share our goals and dreams for [our child]. It went really well and the LEA respected our desires for [our child]."

Early Intervention provider: "Everyone worked toward communicating processes and shared responsibilities for ensuring a smooth process for [the child's] start at the preschool next fall."

Parents: "We will miss the people we have bonded with in early intervention and appreciate the bonds [our child] had with [the child's] providers. But she is ready to ride a bus and go to preschool now to prepare to learn with other children. We look forward to continuing opportunities to connect with other families through the Center's S3 Story times and other events that bring families together."

Check out our transition resource, Navigating Transitions for Deaf and Hard of Hearing Children in Indiana (<https://www.in.gov/health/cdhhe/files/Navigating-Transitions-for-DHH-Children-in-Indiana-2021.pdf>), for information surrounding transition from early intervention to preschool that is specific to Indiana.





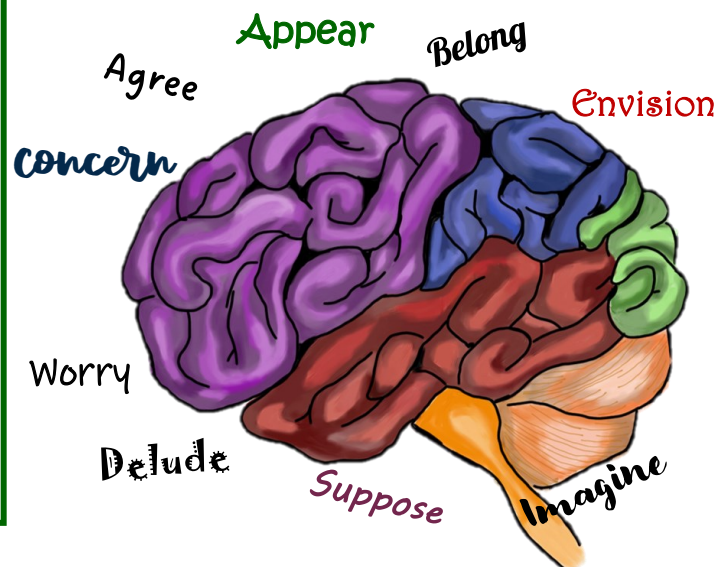
LANGUAGE AND LITERACY CORNER

Theory of mind - mental state verbs

Theory of mind allows us to understand the mental states of ourselves and others. In other words, we have thoughts, wants, and feelings that cannot be seen. Theory of mind allows us to understand that others have these - and that they may be different from our own. This understanding of unique perspectives helps us understand others' behavior and comments. These skills are essential for social-emotional development, as well as, interpersonal skills, narrative development, and later academic language skills.

One aspect of theory of mind is **mental state verbs**. These are also referred to as mental verbs, cognitive state verbs, or metacognitive verbs. These express volition/desire (e.g. want, hope), cognition (e.g. think, predict) and emotion/effect (e.g. like, loathe). They can be related to understanding (e.g. know, understand), discovering (e.g. realize, conclude), planning (e.g. wish, include), or deciding (e.g. prefer, believe).

Mental state verbs begin to emerge around 2-3 years of age and continue to expand throughout our lives. Some mental state verbs that emerge initially include wish, hope, forgot, think, know, and remember. Children first associate these verbs with experiences.



Picture by Katter Kreations, used with permission.

How can you encourage mental state verb vocabulary growth?

- **Read stories** with your child/student, including wordless books, and incorporate these words when you read. For example, adding commentary such as "I hope he is not hurt" before turning a page.
- **Narrate** your thoughts no matter your child's age. For example, if you accidentally dropped a plate, you could say/sign, "That surprised me! I did not know the plate would shatter. Now it is in many pieces. I think they could hurt me if I step on them with my bare feet. I realize I need to get my shoes and a broom to clean it up safely. I wonder who can help me."
- As children grow older, you can begin to use wordless short movies and/or shared reading to engage in **discussion** that will allow you to model mental state verbs.
- Talk with your middle school/high school students about **plans**, theirs or yours, and include them in solving household **problems**. Be sure to include mental state verbs in this activity to provide a good model. You can define the word if your child does not understand but be sure to repeat the original mental state verb in the discussion.



Sources:

- [Food for thought about words for thoughts: Why mental state vocabulary should be on our radar](#)
- [10 Books for Practicing Theory of Mind](#)
- [Why the Theory of Mind Is Important for Social Relationships](#)



TACKLIN'

Assessment

Therapists Actively Consulting & Knowledgeably Leading Indiana

Celebrating independence: developing self-advocacy skills

Summer months are an opportune time to continue providing opportunities for developing those all important self-advocacy skills to increase independence. Hands & Voices references the following definition of self-advocacy in their [What Parents Need to Know series](#): the realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions.

Access to family conversations and incidental information in the home and community about thoughts and feelings are key. Restricting this access contributes to the potential for delays in social emotional development and executive functioning resulting in greater impulsivity and poorer emotional regulation. In addition, understanding and use of emotion words may not develop. In addition to an overall less developed vocabulary. It is important to establish an environment that provides access and reduces auditory/visual distractions as well as accommodates for an individual's language level.

Tracking an individual's vocabulary growth, social-emotional development, and self-advocacy skills is part of the whole-child perspective as everything has the potential to impact one's academic progress. Here are two resources for tracking these skills:

Minnesota Compensatory Skills Checklist: <https://successforkidswithhearingloss.com/wp-content/uploads/2019/06/Minnesota-Compensatory-Skills-Checklist-1.pdf>

Student Expectation for Advocacy & Monitoring of Listening and Hearing Technology (SEAM): <http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SEAM-for-School-Success.pdf>

Becoming fully independent takes time. Pay attention to your child's/student's development to determine where they are in the process and know that not everyone at a certain age has the skills necessary to accomplish what their peers may be doing. Some might not be emotionally ready to be on their own without the



comfort provided by their caregivers who establish a good balance between expected independence and support.



TEACHERS' DEN

Deaf Educator's Network

Informational wearables — smart watches

Do you remember having important information sent home in kindergarten by having your teacher pin a note to you?

Now, we can pass along information via a fun wearable that you can design to be worn by your student! Check out our template to create your own smart watch wearable. The possibilities for their use are endless! Here are some ideas to get you started:

Sharing with families:

- Meet the teacher
- Back to school
- IEP reminders
- Spelling lists
- Upcoming events
- Consult notice(s)

Sharing with professionals:

- Beginning of the school year [in-service](#) and IEP at a Glance.
- Progress monitoring
- Digital resources
- [LiveBinder](#) or [Notebook](#)



Student wears this and the information can be scanned from the QR code on the "watch face."



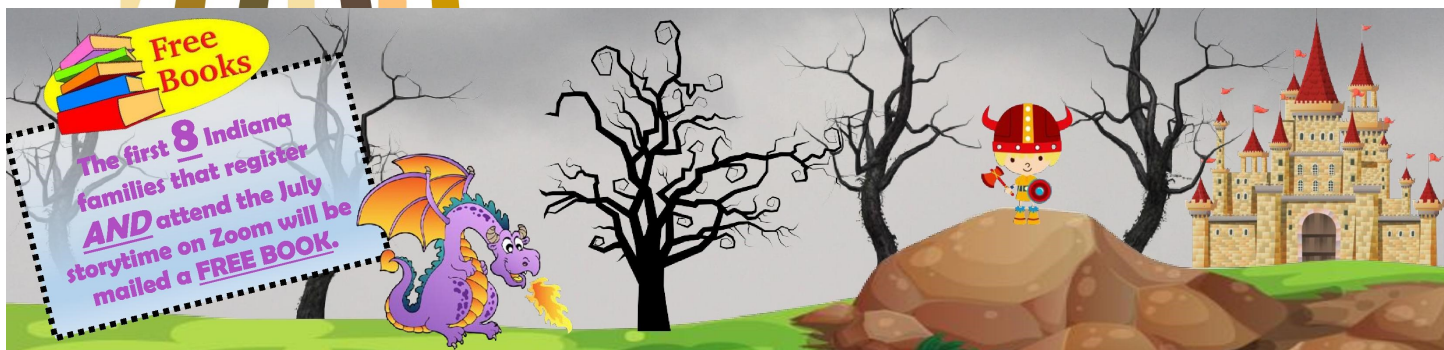
Have students design their own watchband!



Scan for our free [template!](#)



Family & Community



PLAY

CONNECT

LEARN

Stories, Signs, & Snacks:

A Virtual Story Time

*Monday, August 15, 2022 *

Come join us for a virtual story time!

10:30 am to 11:15 am EST

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

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

Stories will be shared in both ASL and spoken English.

Please RSVP by: 8/14/2022

Language interpreters available upon request. Please let us know a minimum of a week in advance if an interpreter is requested to allow time for scheduling.



Come together to *virtually* meet with other families who are raising a deaf or hard of hearing infant, toddler, or young child, ask questions, and, of course, have fun! All family members and friends involved in your child's life are welcome.

[Click Here to RSVP](#)

Agenda:

Story Time

Meet and Greet for Families to Connect After

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

Questions?

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



FAMILY MICRO-GRANTS

NEW

Indiana Hands & Voices supports families to enable D/HH children reach their highest potential.

For this purpose, we have created a fund to assist families with micro-grants of up to \$300 to help offset the costs of D/HH-related activities, classes, resources, or equipment.

For more information, and to apply, visit www.inhv.org/grants



ASL Classes	Safety Alarms	Hearing Aids & Equipment	SUMMER CAMP Fees	Books
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Family & Community

Finding Your Passion IN YOUR PARENTING JOURNEY



As a parent, it's all too easy to lose yourself in the midst of parenthood. In this fun, uplifting class, Karen Putz will take you on a journey of unwrapping the gift of YOU in the midst of parenting. Discover how you can create more fun, more joy, and more adventure on the roller coaster of life!

webinar with Karen Putz
Author of "Unwrapping Your Passion"
Monday, Sept 26th | 8 pm ET



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

An Introduction to the Work of the Laurent Clerc National Deaf Education Center at Gallaudet University

Join us for two impactful and engaging days of learning!!

Featuring
Mary Ann Kinsella-Meier
Consultant, AuD, CCC-A
August 8 & 9, 2019

8:30am-3:30pm

No
Registration
Fee

Viterbo University
School of Nursing Building
916 10th Street
La Crosse, WI 54601

Lunch On
Your Own

Professionals and Parents Welcome

Attendees will leave with a richer understanding of the numerous resources available from the Clerc Center including the ASL Content Standards, Setting Language in Motion, Students with Cochlear Implants: Guidelines for Educational Planning, Classroom Interpreting for Students Who are Deaf or Hard of Hearing, The Parent Advocacy App, Educating Students who are Deaf or Hard of Hearing: A Guide for Professionals in the General Education Setting, and 15 Principles for Reading to Deaf Children.

RSVP by July 26, 2019

<http://bit.ly/ClercCenter2019RSVP>

Stacie Heckendorf

anastasia.heckendorf@wesp-dhh.wi.gov

262-749-6763 for additional questions



UNDERSTANDING YOUR PRESCHOOLER'S IEP

WOULD YOU LIKE TO BETTER PLAN, ANALYZE AND UNDERSTAND YOUR PRESCHOOLER'S IEP?

INDIANA HANDS & VOICES IS HOSTING A PRESCHOOL IEP WORKSHOP

FOR PARENTS OF CHILDREN AGE 4-7
WITH A PRESCHOOL IEP
IN A SPECIAL EDUCATION PROGRAM

Interested??
EMAIL: astra@inhv.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

Indiana Family to Family :

www.inf2f.org

Hearing Aid Assistance Program of

Indiana : www.haapindiana.org



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